

**IMPROVING ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH  
MIND MAPPING FOR GRADE VII E STUDENTS OF SMP NEGERI 2  
GAMPING SLEMAN IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

Presented as Partial Fulfilment of the Requirements for the Attainment of a  
*Sarjana Pendidikan* Degree in English Language Education



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**2014**

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**A THESIS**



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## RATIFICATION

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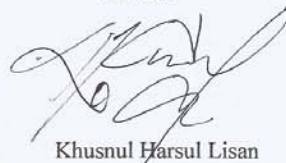
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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Yogyakarta, Desember 2014

Penulis



Khusnul Harsul Lisan

## DEDICATIONS

*I faithfully dedicate this thesis to*

*My beloved Father and Mother*

*Muhammad Subadi and Safitri*

*My beloved brother and sister*

*Nurusshoum Ba'diatal F and Vevianti Hikmatun N*

*And all of my friends who always support me*

## **MOTTOS**

**“MAN JADDA WAJADA”**

**When there is a will, there will be a way**

**(An Arabic Proverb)**

**“KHOIRUNNAS ANFA’UHUM LINNAS”**

**The best of people are those that bring most benefits to the rest of Mind Kind**

**(An Arabic Proverb)**

**You have to fight to reach your dream**

**You have to sacrifice and work hard for it**

**(Lionel Messi)**

**No matter how impossible it is, never lose the sight of your goal**

**(Monkey D Luffy)**

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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, Desember 2014



Khusnul Harsul Lisan

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**ABSTRACT**

This research was aimed at improving ability in writing descriptive texts through mind mapping for Grade VII E students of SMP Negeri 2 Gamping Sleman Yogyakarta in the academic year of 2013/2014.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were 34 students of class VII E of SMP Negeri 2 Gamping Sleman Yogyakarta in the academic year of 2013/2014. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students, the English teacher and the collaborator. The data were in the form of field notes, interview transcripts and photographs. Meanwhile, the quantitative data were acquired through conducting the pre-test and the post-test after Cycle I and Cycle II. 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 in teaching writing descriptive texts was able to improve the students' writing skills. It included their abilities in generating ideas, vocabularies, language use and mechanics. Besides, teaching writing descriptive texts using mind mapping could attract students' attention and motivation. The students became more enthusiastic in writing after mind mapping was applied in the class. Based on the quantitative data, the students' mean score obtained in the pre-test was 9.970 and increased into 11.191 in the post-test of Cycle I and became 13.191 in the post-test of Cycle II. Then, the gain score was 3.221. It indicated that the students made a considerable improvement in writing descriptive texts.

**Keywords:** *Mind mapping, descriptive texts, writing skill.*

## **CHAPTER I**

### **INTRODUCTION**

The objective of this study is to improve the students' ability in writing descriptive texts by using mind mapping as a technique. This part presents the background of the problem, the identification of the problems, the limitation of the problems, the formulation of the problem, the objective of the research, and the significances of the research.

#### **A. Background of the Problem**

A language is defined as a systematic device of communication by the use of sounds or conventional symbols. It is an important device for humans to communicate with each other either with direct communication such as when people are producing a sound (spoken text) or a gesture to convey something. Meanwhile, indirect communication is like when people are putting what they want to say into written texts. Thus, the written and spoken communication is creating meaning used by someone or a particular group of people.

There are many languages spreading over this world including English. English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil and in most of these countries, it is emerging as the chief foreign language to be encountered in schools (Crystal, 2003). From this fact, it can be understood that English language is a vital means of communication for many people around the world.

However, learning English language is not an easy thing for Indonesian people. In fact, there are still many people who cannot speak and write English well even though it has been taught in any school and education either formal or informal levels. English is taught in all stages of formal education. In junior high school, it is one of compulsory subjects.

In learning English, the students have to deal with four basic language skills which are listening, speaking, reading and writing. Writing is considered as the most difficult one. Richards and Renandya (2002:303) state that writing is the most difficult skill for second or foreign language learners to master. It occurs because writing is the most complicated skills compared to the other skills. It needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules.

Many students who learn English think that there are some problems faced when they give it a try to write in English. The first is generating the idea. It means that they often find difficulties in finding topics or developing the ideas. The second is transforming the ideas into correct words, sentences or paragraphs which should be in line with grammatical rules. Then the other problem deals with the vocabularies, many students find it hard to master English vocabularies. Even though they have had their ideas to write, it often becomes a hindrance for them when translating their ideas into English words.

Actually, there are kinds of text that should be mastered by students in the first grade of junior high schools based on the School-Based Curriculum (SBC or *KTSP*). It is mentioned in the Standard of Competence and Basic Competencies that the students are expected to have a good ability in writing certain text types. One of them is descriptive texts. A descriptive text is essentially needed for those students who want to describe about something physically; a person, place and things. It obviously involves five senses of human. So, an effort to find a good way to drill students' sense in order to produce English writing is really needed to make them feel easy and enjoy in writing descriptive texts.

The problems which are faced by students who want to make good writing in descriptive texts are that they lack abilities in writing skills. Besides, the students' vocabulary and grammar competence are very low. Thus, it needs a model of learning which is able to help the students describing things correctly, specifically and gladly. There should be a way which makes the students feel easy and enjoy to follow the teacher's explanation and then understand what teacher says during the lesson. Therefore, there is one way invented by Tony Buzan to solve the problems. It is mind mapping that can be used to optimize students' ability in writing descriptive texts.

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

As we know, writing is one skill of English which students are supposed to master. In fact, writing is more complicated than speaking because it requires enough time to think about the specific topic, to analyze, to select, and to organize

students' ideas in order to meet the needs of writing purpose itself. Again, writing is a means to convey message, ideas, and feeling through printed word. Thus, it is an activity which is more complex and more difficult because it is not only concerning with the structure but also vocabulary, punctuation, capitalization, and spelling.

Therefore, writing is not an easy to do especially for the students in junior high schools. Based on the observation conducted on February, 6<sup>th</sup> 2014, the researcher found some problems in the teaching and learning process of writing descriptive texts in Grade VII E students of SMPN 2 Gamping. The first is dealing with the students' ability in writing descriptive texts. Many students find it hard in generating and developing their ideas. They also have difficulties in organizing the text and making correct sentences in line with grammatical orders. Besides, the students also lack vocabulary to write descriptive texts.

The other problem is about the teaching technique. Many students do not pay attention to the teacher's explanation because it is boring and monotonous. The teacher never tries to use other ways of teaching which would make the students get attracted to the lesson. He also just explains the materials without paying attention to the students. As a result, the students prefer to do other activities such as chatting with other friends, drawing, playing and even sleeping in the class rather than focusing on the lesson. Although there are a few of them who still pay attention to the teacher, they often get distracted by the other students who always make noisy in the class.

Then, it is about time management. During the learning process, the teacher often uses much time to explain about the materials. In fact it is not effective enough for students because they cannot get and understand the whole materials. They think that it is too long and complicated to learn in a short time. In addition, the teacher often gets distracted by noisy situation in the class. There are also some students who often ask permission to go out such as going to toilet. As a consequence, the teacher often could not finish the materials as planned.

The last thing is about students' motivation. During the process of learning in the class, the students' intention to write and to follow the lesson is still very low. They tend to be passive during the process of lesson because they are afraid of making mistakes. So, they prefer to keep silent during learning process and never ask about anything related to the materials they have not understood yet.

Looking at the problems above, the researcher decided to use mind mapping as the solution for teaching writing descriptive texts. Mind mapping was chosen because writing is not only a product but also a process. In writing, there are some stages. One of the stages is planning in which students should generate their ideas. It can be said that generating ideas is the basic skill needed in the writing process. Therefore, mind mapping could help the students to generate ideas. It also helped them in organizing texts, using correct grammar, enriching vocabularies and using correct mechanics.

Besides, the teacher would be able to manage the time of leaning and make the students be active in the class. With all exciting characteristics of mind

mapping, it is expected that the students would be easy to follow and to understand teacher's explanations. Teaching descriptive texts by using mind mapping would also be more of use; it can throw away students' boredom and make them pay more attention to the lesson because they could use their imagination and creativity during writing descriptive texts through mind mapping.

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

Based on the observation during the process of English teaching and learning and the interviews with the teacher and some students, it is considered that there are many problems influencing the students' difficulties in writing descriptive texts. However, it is impossible for the researcher to investigate and to solve all the problems. After having discussion with the English teacher, the researcher would be aiming at improving students' ability in writing descriptive texts in terms of grammatical orders and their vocabularies through the mind mapping. Furthermore, their ability in generating ideas and organizing texts to be a good writing would be improved as well with the simple and easy way of mind mapping.

Besides that, this research also focuses on students' behaviors in the classroom. It is expected that through an exciting and creative way of mind mapping, the students would pay more attention to the teacher's explanation rather than doing other activities which distract their concentration on the lesson. They hopefully would be active students during writing class and follow the process of English teaching and learning well because they are given a wide

opportunity in using their imagination and creativity in writing descriptive texts by using mind mapping.

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

The problem of this research is formulated as follow: How can mind mapping be implemented for grade VII E students of SMPN 2 Gamping to improve writing ability in descriptive texts?

#### **E. Objectives of Research**

The objective of this research is to improve the students' ability in writing descriptive texts for grade VII E students of SMPN 2 Gamping in the academic year of 2013/2014 by using mind mapping.

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

It is expected that the result of the research can give contribution theoretically and practically.

##### 1. Theoretical significance

Theoretically, this study is expected to enrich the knowledge on the techniques of teaching writing descriptive texts for students by using mind mapping.

##### 2. Practical significance

Practically, it is expected that this research is useful for:

###### a. The students

It is expected that this research can help the students of SMPN 2 Gamping to learn and improve their ability in writing descriptive texts well.

b. The English teachers

It is expected that this research can provide an input for the teachers in providing an alternative technique to improve students' ability in writing descriptive texts through mind mapping.

c. Other researchers

This result may become one of the references to get information about the importance of mind mapping and to inspire for those who are interested in conducting research studies using this technique. It also will enrich and enlarge the knowledge of teaching English, especially in improving students' ability in writing descriptive texts.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

The study aims at finding out that using mind mapping could improve ability in writing descriptive texts for grade VII E students at SMPN 2 Gamping. To support the understanding of the problem formulated in Chapter I, some theories related to the concepts of writing, teaching writing, descriptive texts and mind mapping are reviewed. This chapter also presents some relevant research studies for this research followed by conceptual framework.

#### **A. Literature Review**

##### **1. Writing**

###### **a. Nature of Writing**

Troyka (1987: 3) states that writing is a way of communicating a message to a reader for a purpose. Communicating itself has meaning as sending. Therefore, a message must have a destination. In the context of writing, there are three important elements, namely the text or the message, the writer who is presenting it, and the reader. Those three elements should be coherent in order to reach the goal of writing for the purpose of communication.

Writing is a language skill which involves the activity of producing the language. That is why the writing skill tends to be considered more active than the receptive skills (Harmer, 2007: 265). It will need more efforts of the writer to produce a product in line with grammatical rules of English language. In

addition, they also should be able to develop their ideas to achieve a good result of writing which related to the topic as required. According to Linse (2005: 98), writing combines a process and a product. It is meant as a process of generating ideas and gathering information which is then processed into a comprehensible written product for the audience, i.e. the readers.

Carderonello and Edwards (1986: 5) state that writing is not simply a matter of putting words together, it is a recursive process, and it is a process of revision and rewriting. Teaching writing means we create a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent, plan, and draft their text. Students should revise what they have written whether it is in line with the topic or not. Then, after making sure that it has been revised, finally it come to an end step that is rewriting which should be in line with grammatical orders.

A good writing should have a certain purpose. According to Troyka (1987: 3) the purposes of writing are: (1) to express something, (2) to provide information, (3) to persuade readers, and (4) to create a literary work. The four purposes of writing contribute importantly to writers' thought. As long as the writers aim to achieve those purposes, they would be able to make an optimal writing result not only of the writers themselves but also the readers.

In relation to writing, Brown (2000: 335) states that writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers

and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit a text or appropriate grammar and how to produce a final product.

### **b. The Process of Writing**

There are four basic writing stages stated by Harmer (2004). They are planning, drafting, editing and final draft. Referring to that statement, these are the explanation of each stage:

#### 1) Planning

In the beginning, the students should decide what they are going to write. In the planning stage, the writers have to think about an idea related to the topic. Planning or pre-writing is the very essential step in the writing process and should account for 70 percent of the writing time (Murray, 1982). The teacher asked the students to think and determine what the topic they choose. After that, the students are engaged in brainstorming their ideas and how to develop the topic in their writing.

#### 2) Drafting

After planning, the students should start to write their first draft of the composition. The goal of the first draft is to put their ideas on paper. The students are taught to focus on their expression of ideas and present them in a coherence and cohesive text. In addition, they are also told not to mind spelling and mechanics at this step because it would be revised in the next step.

### 3) Editing

Once the students have produced their draft, they usually read it first to ensure the correctness of their draft result which part they should discard and which part they should add and replace with other appropriate words or sentences. In this step, they should rearrange words or sentences they have made. The teacher should give a help in terms of correcting students' grammar to achieve a good and correct writing result in line with grammatical orders.

### 4) Final draft

When writers have edited their draft, considering about what they have made should be necessary because they would produce their final version or final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process but it is just in terms of grammatical use in ensuring students' correctness to achieve a good writing. The students share their final draft after they have edited and completed the previous step assisted by the teacher. There should be less or none errors in the final draft as they have corrected during editing.

Dealing with the writing process in a classroom, Gower, Philips and Walters (2008: 115) divide guidelines for a process writing activity into six. The first is introduction. In this process, the teacher needs to stimulate interest through listening or reading a text and creates a situation where a piece of writing is required. It is also important to discuss the text type and the goal of writing itself. The second is working with ideas. The teacher gets ideas from the students

through brainstorming, mind maps, note down ideas, develop ideas, and order the ideas. The third is planning. The teacher reminds the students of the typical features and structures of the text type they are writing and helps the students to use this knowledge to make a plan. The fourth is drafting. In this stage, the students write a second draft from their note or plan. Here, the students correct and improve their second draft with considering at the content, language accuracy, organization, style, and mechanics. The teacher can also make comments. The last is re-writing. The students write a final version. Then, they can give it to the intended reader or teacher. The teacher has to decide what form feedback is going to take by the students based on their writing results.

In short, writing is not only writing something on paper. Many messages are involved in writing which determined the success of writing itself. It can be guidance to be a good writer.

### **c. Micro and Macro Skills of Writing**

Brown (2004: 220) proposes micro and macro skills of writing which are essential for the successful mastery of writing.

#### 1) Micro skills for writing

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

- e) Express a particular meaning in different grammatical forms.
  - f) Use cohesive devices in written discourse.
- 2) Macroskills for writing
- a) Use the rhetorical forms and conventions of written discourse.
  - b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - c) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
  - d) Distinguish between literal and implied meanings when writing.
  - e) Correctly convey culturally specific references in the context of the written text.
  - f) Develop and use a 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. Teaching Writing**

##### **1) Principles of Teaching Writing**

There are a number of specific principles for designing writing techniques according to Brown (2001:346). They are explained as follows:

a) Incorporate practice of good writers.

Being a good writer also should consider several things. He or she should be focusing on the main idea in writing, gauging perceptively their audience, spending some time (it should be not too much) planning to write, letting their first ideas flow onto the paper, following a general organizational plan as they write, utilizing feedback on their writing, not wedding to certain surface structure, revising their work willingly and efficiently, patiently making as many revisions as needed.

b) Balance process and product.

The teacher should make sure the students are carefully led through appropriate stages in the process of composing because writing is a composing process and usually requires multiple drafts before an effective product is created. Careful attention to the teacher's role as a guide and responder is also important in this stage. The students should not only focus on the goal only but they must pay attention to their own process including clearness, articulate, well-organized to be an effective piece of writing.

c) Account for cultural/literary backgrounds.

A cultural or literary background is likely something difficult to solve because a writer especially students must have their own background because of their mother tongue. However, the teacher should guide them onto the right way of writing. It means that the students should not always consider their native habit of writing. The students should be assisted to be able to use an acceptable English rhetoric and to be accustomed with it.

d) Connect reading and writing.

Connecting reading and writing is also an essential thing that should be considered because students usually learn to write in part by carefully observing what is already written. By reading and studying a variety of relevant types of text, the students gain important sight both about how they should write well and about the subject matter that become their topic of writing.

e) Provide as much authentic writing as possible.

Providing authentic writing is really needed to make students accustomed with the characteristics of it. It will give a big influence for the students in their ways of writing then. Publishing a class newsletter, writing letters to people outside of the class, writing a script for a skit, writing a resume, writing advertisement, all of these can be seen as authentic writing.

f) Frame the technique in terms of prewriting, drafting and revising stages.

Process writing approaches are framed in three stages of writing. In the prewriting, the students associate with numerous ways; reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor-initiated questions and free writing. Then dealing with drafting, the students are given a class composition time to write from start until finish or they will be given an extra time for a homework writing assignment. After finishing their draft, the students then start to revise their own writing in line with correct grammatical rules.

- g) Strive to offer techniques that are as interactive as possible.

Interactive techniques are truly required in the process of teaching and learning. It will be helpful for the students to be paying more attention to the lesson. Therefore, the teacher should be creative and provide as many interactive activities as possible to get attracted by the students.

- h) Sensitively apply methods of responding to and correcting the student's writing.

Treating errors done by the students must be in some different manners because writing is different from speaking or other skills. It can begin in the drafting and revising stages which includes self-correction, peer-correction, and instructor-initiated comments. The teacher also plays a role as a guide and a facilitator. However, after the students finish their work, the teacher is assumed in the position as an evaluator to correct students' work and give them feedback.

- i) Clearly instruct students on the rhetorical, formal convection of writing.

The teacher should give the instruction as clearly as possible and it should be explicit not implicit. It would help students to understand what the task should be. A clear instruction not only would help students in doing the task faster but also they would do it correctly.

## **2) Types of Classroom Writing Performance**

There are five major categories of classroom writing performances proposed by Brown (2004: 343). They are further explained below.

a) Imitative

This type of writing performance usually can be implemented at the beginning level of learning to write. Students are asked to write down the English letters, words, and sentences in order to learn the conventions of the orthographic code through dictation. The teacher reads a short paragraph while students write it down what they hear. They imitate the written product as a form of task to go over their basic skills in writing. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

b) Intensive, or controlled

The students should be able to use an appropriate vocabulary in a certain context, collocation and idioms, and correct grammatical features in the sentences. Next is guided writing. It loosens the teacher's control in the class. However, it still offers some stimulators. Another form of controlled writing is a dicto-comp. It allows the students to rewrite the paragraph to the best of their recollection of the reading. The teacher can put key words from the paragraph in sequence as hints for the students.

c) Self-writing

The most familiar instance of this category in classrooms is note-taking, where the students take notes during the lesson for the purpose of later recall. There are also other activities that promote self-writing such as diary, and journal writing. Self-writing allows the students to write using their own words. It also stimulates students to put their own ideas and develop it by themselves. It can encourage them to use their creativity and put it into the writing result.

#### d) Display writing

For all language students, display writing is beneficial for writing that focuses on academic purposes. Written exercises, short answer essays and other forms of writing in test situations are kinds of activities in display writing. It is carried out by the students for the sake of their teacher's assignment or fulfilling their duty in the class. In addition, one of the teacher's assessing ways is through this performance of the students. It also teaches them mentality and to be more confident with their works.

#### e) Real writing

In the real writing, the students perform their writing as the genuine communication of messages to an audience in need of those messages. There are three subcategories. In Academic, it will give opportunities for the students to convey genuine information to each other through The Language Experience Approach. Students can also exchange information with each other and with the instructor in certain ESP and EAP courses. In Vocational, English will take a place for advancement in their specific occupation. The students would be taught to be good at specific skills of English. In Personal such as any ESL class, diaries, letters, personal messages and other informal writing can take place within the context of an interactive classroom. The students would be given more chance for it.

### **3) The Role of the Teacher**

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 261), there are

three roles of English teachers in teaching writing. It will be explained further as follows:

a) Motivator

As a motivator, an English teacher should be able to motivate the students in writing class including paying attention to teacher's explanation and doing the given tasks as well by creating the right situation to make the students enjoy in the writing process. Thus, it will make the students feel easy for generating the ideas and use their creativity in writing texts. The teacher should also encourage them to be active in the class.

b) Resource

The teacher needs to be ready to provide information and language which is necessary for the students in writing their texts. For instance, when there are some students who cannot find an appropriate word to put on their writing, the teacher should assist them. He or she must be available and well prepared to pay attention to the students' progresses, offers advice and suggestions in a constructive and tactful way.

c) Feedback provider

The English teacher as a feedback provider should give encouraging responses to the students' writing. When offering correction, the teacher should consider how much to focus on the students depend on the problems they still do not understand. There is no need for the teacher in always guiding in order to make the students be confident on their own ability in writing.

#### **4) Types of Writing Activity**

There are some types of writing activities which can be used for the students. These are two types of writing activities according to Harmer (2004:61);

##### **a) Collaborative**

Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others' mind and knowledge, and it imbues the task with a sense of shared goals which can be very motivating. In the end, although the collaborators may have to share whatever glory is going (rather than keep it for them individually), still, any less-than-successful outcome is also shared so that individuals are not held solely responsible for any shortcomings in what they produce. For these reasons, collaborative writing has the power to foster the writing habit in a unique way.

##### **b) Writing Each other**

A further way of provoking student engagement with writing is to get students to write to each other in class time. They can also correspond with people outside the class. Some writing, when done in this way, becomes genuinely communicative and has a real purpose –even if it only gets going when a teacher sets the process in motion. At its most basic level such as writing involves students writing notes to each other. The teacher can ask individual students to write a question to another student in the class. The teachers have been using this kind of note-writing for years as a way of encouraging lower-level students to put words down on paper.

## **5) Teaching Writing in Junior High School**

Some experts argue that teaching English to young learners or teenagers can be considered the most challenging task as the students tend to have limited knowledge of the target language (Brown, 2001: 91). Students still lack of vocabularies, grammar and expressions to produce meaningful utterances.

According to Peraturan Menteri Pendidikan Nasional number 23 year of 2006 (*Permendiknas*), KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is the curriculum used in the school. It is also stated that there are three goals in the teaching and the learning process in junior high school. First, the students are expected to develop their communication competencies in the spoken and written form to reach the functional literacy. Second, they are expected to have the awareness about the importance of English in improving the competitiveness of the nation in the global community. Third, they are expected to develop the comprehension about the relation between language and culture.

In addition, there is a regulation to specify each skill of English which has been taught in each level of schools. It is expected that the students in each of those levels are able to master English skills continuously. In the end, they would be able to use spoken or written English correctly. In this research, it was specified for the students to be able to write descriptive text accurately and correctly. Therefore, there is an expected writing competence of the first grade students of junior high schools in the second semester which has been decided in the national regulation. It is displayed in the table follows:

**Table 1: The Standard of Competence and Basic Competencies**

<b>Standard of Competence</b>	<b>Basic Competencies</b>
12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.

From the table above, it can be seen that the first grade students in the second semester of junior high schools need to be able to write descriptive texts accurately. Thus, the teacher should give the students more exposures and more chance in practicing their skills of writing.

## **2. Descriptive Text**

### **a. Definition of Text**

According to Feez and Joyce (1998:4), a text is any stretch language which is held together cohesively through meaning. Whether a stretch of language is a text or has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as an unified whole.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning a descriptive text, we have to know the definition of a text first. Anderson and Anderson (1997:1) state that texts are divided into two main categories in which each text has different meaning and function. So, we can use the texts above based on our need. They are:

1) Literary Texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category such as narrative, poetic and dramatic.

2) Factual Texts

It presents information or ideas. It aims to show and tell or persuade the audience. Factual texts include recount, explanation, discussion, information report, exposition and procedure.

**b. Descriptive Text**

According to Gerot and Wignell (1994), "Descriptive text is a kind of texts with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or other, the social function of descriptive text is to describe a particular person, place, or things. According to Jenny Hammond (1992), the characteristics of descriptive text are:

1) Communicative text. It is to describe characteristics of persons, places, or things specifically.

2) Structuring the text

- a) Identification. It is about the topic that is going to describe, for example, I have many hobbies, but my favorite one is football.
  - b) Description. It contains the descriptions about the parts, for examples, about the physical appearances, attitudes, or characteristics.
- 3) Features of languages

It is using nouns, simple present tense, detailed noun phrases, many kinds of adjectives, relating verbs, thinking verbs and feeling verbs, action verbs, adverbials, and figurative languages.

Descriptive texts are usually also used to help the writers develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places and other objects. As a feature explained above, a description is a kind of texts which can be useful for other variety of purposes as:

- 1) To engage a reader's attention
- 2) To create characters
- 3) To set a mood or create an atmosphere
- 4) To bring writing to life

In language function, descriptive writing has some purposes. They are:

- 1) Aiming to show rather than tell the reader about something/someone.
- 2) Relying on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

- 3) Focusing and concentrating only on the aspects that add something to the main purpose of the description.
- 4) Describing about what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.
- 5) Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

### **3. Mind Mapping**

#### **a. The Definition of Mind Mapping**

Mind mapping is a creative note taking technique in a visualization and a graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan, 2006 ;6:Buzan 2008 :10). A creative note taking technique requires writer’s skill to be creative in comprehending the text. They would also feel easy keeping and memorizing the information in their brain and afterwards putting them into a note which has been changed into visualization or graphic that is attractive enough for the students to pay more attention to the lesson.

Mind mapping has a work principle that is suitable with the natural work of the brain ( Windura, 2008: 17). It means that both of them can work together. If the students can control their brain either left or right brain, they can create a good mind mapping to make them easy to learn and save information in their brain and then recall it easily. Particularly, children tend to feel easy to remember and to

memorize anything related to pictures, symbols and colors rather than any verbal or spoken language. So, this isbenefits for both the teacher and students with using mind mapping in the teaching and learning process.

The recording of information through symbols, pictures, emotional meaning, and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language.

#### **b. The Characteristics of Mind Mapping**

Mind mapping has its own characteristics that have been considered as a creative way to be applied for the students especially children. The characteristics of mind mapping are explained below:

##### 1) Using many pictures

Pictures are interesting things for students to attract their intention to study. If pictures are used together with letters, both sides of brain will work in balance and it can create the best condition for learners to study and concentrate (Buzan, 2006:22-23; Windura, 2008:17, 21, 85). It also will make students easy to learn and to receive the information they get and save it in their brain. Through pictures, it will be effective enough to attract students' attention because children kind of like to look at the pictures rather than written texts.

##### 2) Using many colors

With color, it would be easy for the students to distinguish and to remember about what things they learn before because of the characteristic of each color. It

makes easier to comprehend and to remember lesson materials because it makes the learning activity more fun for the learners (Windura, 2008:21, 84, 85; Buzan, 2006:22).

### 3) Using key words to present ideas

The use of one key word per line also stimulates learners to spark new ideas easily and helps the learners recall their memory (Windura, 2008: 23; 80-81). The students will find difficulties to remember long sentences or paragraphs but it will be different if they just memorize the key word and then develop it in their own way. Therefore, with using key words, it will be easier for the students to present their ideas.

### 4) Applying the classification of information

Classifying the information is important for students to categorize the information into some parts in order to learn more easily. Mind mapping presents information in clear classification forms. In mind mapping, information is classified based on its category (Windura, 2008: 21) as follows:

#### a) Showing whole and detail information in the same time

The format of mind mapping using imagination, association, and presenting them in a diagram form makes mind mapping easy to embrace materials from general information to detailed information (Windura, 2008:23, 87). Students can learn the whole information through the diagram containing a brief and clear explanation because each branch represents the detail information.

b) Using association

Association is the way to connect new concepts with other known concepts having a tight relationship (Buzan, 2008: 16). In this case, students can relate the concept that they have in the past between their new concept in order to create a new comprehension and then associate it into new knowledge. An association is also needed to correlate any ideas which the writer has in minds with other ideas which are got from others to be combined into a new good idea which is better for him/her.

c) Presenting the central image in the middle part

In this case, mind mapping gives freedom for the work of the brain to radiate ideas in all directions and express learner's thoughts creatively and naturally (Windura, 2008 :23; Buzan, 2006 :21). Focusing on the central image, it will make students more creative to develop their ideas into small branches.

d) Making learners more creative

It happens because every learner has his or her own ideas to use their imagination (Windura, 2008: 24-25; Buzan, 2006:56-57). Through mind mapping, students will be creative on their own way because they have been taught to develop ideas and brainstorm what they think into words when drawing mind mapping.

e) Helping learners to review materials in a short time

Relaxing during the learning process is needed by students to prevent their boredom. By using mind mapping, learners feel more relaxed

in learning materials because their brains are not forced to only use one side, the left brain, to read words but also use the right brain to learn something (Windura, 2008: 14).

### **c. How to Make Mind Mapping**

These are some steps to make a mind mapping (Buzan, 2011: 10);

- 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 the main ideas you have about your subject. The central branches represent your main sub-topic.
- 4) Name each of these ideas and, if you want, draw a little picture of each branch. This uses both sides of the brain. Words are underlined throughout a mind map. This is because they are key words, and the underlying, as in normal notes, shows their importance.
- 5) From each of these ideas, you can draw others connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. These additional branches represent the details.

After we know how to make a mind map, then we can apply and implement it in teaching writing of descriptive texts. This is steps to make mind mapping in teaching writing according to Steele (2005);

- 1) Choosing a topic. The strategy of mind mapping can be used to explore almost any topic.
- 2) Making note. After getting the topic, the students may start to take any note based their ideas.
- 3) Feedback. The next step, mind map can be changed; by replacing its part with new ideas or add it and eventually arranged to show the main topics and subtopics that a number of its parts.
- 4) Developing and organizing the mind map. We should develop the mind map into a linear for presenting the points and focus on the structure and relationship of each paragraph.
- 5) Writing. Subsequently we start to write a composition. Once completed then the result are exchanged with the other posts, so there is feedback and the possibility of re-writing to become a better writing.
- 6) Continuation. After knowing how to bring ideas to create a mind map, this method can be used in the writing. This is useful to improve the organization of writing.

As many theories stated by experts above, using mind mapping is one of the best alternatives to improve writing ability especially to make a descriptive text. As known that in writing there are several steps that must be done in order to create good writing. At the planning stage, there is "clustering". Clustering is a way to place a topic that the students have and then develop it into branches or lines related to the topic. This is similar to mind mapping, where they put a specific topic, and develop it freely according to the present in mind.

More specifically, the students can classify the topics through mind mapping and branch it into creative diagram, or unique lines. It would be more helpful for right and left brain to work faster and they can receive the information and then save it into their memory. Through mind mapping, it will be more helpful because commonly children tend to like a creative and unique way to study rather than just using a verbal way.

#### **d. The Benefits of Using Mind Mapping**

According to DePorter & Hernacki (2008:172) the benefits of mind maps are;

- 1) Flexible. If readers suddenly want to explain something about the thought, they can add it into right place without confusing.
- 2) Focusing on the point. It means the students should concentrate on the ideas without catching every word spoken.
- 3) Improving understanding. Mind mapping will increase understanding and provide a record of a significant review in the future.
- 4) Fun. With imagination and creativity in mind mapping, the learning process will be fun.

#### **B. Review of Previous Studies**

There are some studies done by previous researchers related to mind mapping as a device to improve students' skill in writing. The study related to the use of mind mapping in writing was conducted by Hidayatul Hikmah (2011). According to her thesis, the implementation of mind mapping in teaching writing in descriptive texts was so helpful to improve students' skills in generating ideas,

enriching their vocabularies and also varying the technique of teaching English to get students' attentions.

Then the other study conducted by Jasvir Kaur D (2004) also proved that teaching writing through mind mapping was effective to improve the students' ability to write in English correctly according to grammatical structure. The students also were able to enhance their skills in writing other genres of text. In addition, they enjoyed the learning process with using mind mapping because they can put their imagination and creativity into a written result. It would make them more satisfied because it belongs to their own work.

The previous study conducted by Dewi Tri Astuty (2012) also showed that the mind mapping technique has developed the students' ability of writing descriptive texts. It was effective way to improve students' skill in terms of mastering vocabularies faster and make them more focused on the lesson with the creative and unique way of mind mapping.

### **C. Conceptual Framework**

Writing is one of the productive skills that should be acquired by students. They should be given more opportunity to practice producing texts to make them accustomed to that activity especially writing descriptive texts in line with this study. However, according to the early observation in SMPN 2Gamping, the researcher discovered some problems in the process of teaching writing. One of the problems is related to students' low proficiency in English. They still lack vocabularies. Many students still could not find correct and appropriate words

during writing descriptive texts. They also have difficulties in finding ideas and developing the topics. Furthermore, they just have a bit awareness of grammar so that they find it hard to write a good piece of writing. As a result, their work was still not good at all and there were many errors they made.

Dealing with the students' behaviors in the class the students showed that they were not paying attention to the lesson during the process of teaching. Then, many of them chose not to do the given tasks. They also tend to play around rather than focusing on the teacher's explanations.

Looking at the facts faced by the students that they are not motivated to write, the researcher decide to apply mind mapping in the writing activities to improve students' writing performance.Using mind mapping in improving writing descriptive texts has many benefits. It will help students to make them easy to generate ideas and find topics. It also helps them to enrich and master vocabularies. Using mind mapping also make the students improve their awareness in writing descriptive texts according to grammatical orders.

Mind mapping also would avoid any bad behavior of the students in the class. Using colors and pictures which are the characteristics of mind mapping would make the students more focused on the teacher's explanation. Besides, the students would be motivated to write because they could use their imagination and their creativity during writing descriptive texts.Eventually, they will be able to write an accurate and creative piece of writing.

## **CHAPTER III**

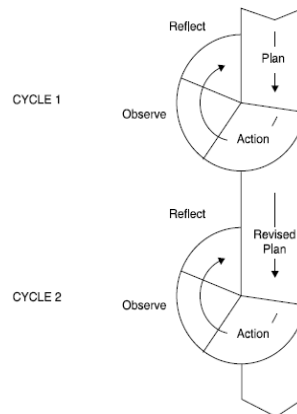
### **RESEARCH METHOD**

#### **A. Type of the Research**

In accordance with the objective of the research, the aim of this study is to improve ability in writing descriptive texts through mind mapping for grade VII E students at SMPN 2 Gamping. This action research focuses on improving the real condition of the teaching and learning process to reach the improvement of the students' ability in writing descriptive texts.

According to Nunan (1992) in McKay (2008), action research is carried out by practitioners. It is collaborative. It is also aimed at changing things. This idea is supported by Burns (1999) in McKay (2008) that there are four characteristics of action research. Firstly, action research is contextual, small scale, and localized. Secondly, it is evaluative and reflective. Thirdly, action research is participatory. Lastly, it may change in practice which is based on the collection of information.

The researcher decided to conduct action research by implementing the model of action research procedure proposed by Kemmis and McTaggart as cited in Burns (2010: 7-9). There are four broad phases in the cycle of the research done by using Kemmis and McTaggart model; planning, action, observation, reflection. The research design could be illustrated as follows:



**Figure 1: Action research cycles proposed by Kemmis and Taggart (Burns, 2010:9)**

According to Figure 1, the researcher identified some problems, formulated some actions to overcome the problems, implemented the actions, and reflected the result of the actions. In the action phase, he implemented the mind mapping technique during the teaching and learning process. He also actively participated in the research in order to solve the problem. Through each part of those cycles, it was expected to bring improvement for students' ability in writing descriptive texts.

Since the nature of action research is collaborative, the researcher did not work alone. He collaborated with the collaborator and also the English teacher to improve the way to teach writing descriptive texts for grade VII E students through mind mapping.

## **B. Setting of Research**

### **1. Place Setting**

This research was conducted in SMPN 2 Gamping. He chose the school since when he conducted observation, there were some problems in the teaching and learning process especially in writing descriptive texts.

The school is located in Trihanggo, Jl. Kabupaten, Gamping, Sleman. The school has some facilities such as a principal's room, a vice principals' room, teacher's room, 24 classrooms, a meeting room, an administration room, a room for guidance and counseling, a school health unit, a hall, a mosque, a library, two laboratories, a music room, sport fields, an OSIS room, a guest room, a canteen and other supporting facilities. For teaching and learning process, this school has 24 classrooms with 6 classes for grade VII, 6 classes for grade VIII, and 6 classes for grade IX.

### **2. Time Setting**

This research was held in the second semester in the academic year of 2013/2014. The observation was done in February 2014. Then, the action research was conducted from March to May 2014. The action research was carried out based on the school schedule three times a week on every Monday, Tuesday, and Thursday.

### 3. Participant

The participant was the researcher in collaboration with the researcher members including the English teacher, the collaborator and the students of Class VII E at SMPN 2 Gamping in the academic year of 2013/2014. The class consists of 34 students. 15 of them are male and 19 students are female.

## **C. Data Collection**

### 1. Type of Data

There were two types of data that were obtained in this research. The data obtained through interviews and observations belong to qualitative data. Meanwhile, the students' score of writing tests belong to quantitative data.

### 2. Instruments

#### a. Interview Guidelines

Interview guidelines led the researcher to conduct the interview run well. Using interview guidelines enabled the researcher to complete the interviews in a right and sequenced order. In addition, it helped the researcher to check that the needed information had already been elicited.

#### b. Observation Sheets

Observation sheets helped the researcher to record the data collected during the research. Moreover, through the notes, the researcher was able to see the progress of the students' writing mastery.

### c. Writing Tests

Writing tests were implemented when the researcher needs to examine the students' achievement and progress. He made use of rubric which includes five aspects (content, organization, vocabulary, language use and mechanic). The writing tests were held into two cycles.

Students' writing tests were also used as the instrument to get the information about the students' writing ability after mind mapping was applied. The test could inform whether there was improvement of students' writing ability after implementing mind mapping.

### d. A Sound Recorder

A recorder was used every time the researcher conducted the interviews. In addition, the conversation needed during the research were transformed into scripts and then attached in the final report.

### e. A Camera

The researcher used a camera to capture important moments happening during the research. The pictures were able to describe the general sequences of the research.

## 3. Research Validity.

Data obtained from the research must be valid and reliable. The researcher used the Anderson's validity to see the validity of the data. Based on Anderson in Burns (1999:161-162) there are five validity criteria that can ensure the validity of action research. They are explained below:

a. Democratic Validity

The democratic validity has something to do with involving stakeholders' chance to give their opinions, ideas, and comments about the implementation of the action research. To fulfill this criterion, the researcher considered the English teacher's opinion and suggestion as well as the students' view towards the research and the English subject.

b. Outcome Validity

Outcome validity refers to the actions during the research. The action can be successful if it is within the context of the research. In this research, the processes were related to the improvement of students' writing skill through the use of mind mapping.

c. Process Validity

Process validity describes that the actions are believable. The researcher collected the data by doing observation, and field notes during the research to obtain the process validity. In this research, the process was done in two cycles. The cycles consist of planning, actions, and observations, and reflection steps. The process involved some different data sources. It was followed by some evidence that showed the believable process.

d. Catalytic Validity

Catalytic validity is related to the extent in which the research could allow the participants to understand the social context. To achieve this

validity, the researcher asked the students' and the teacher's response after the implementation of the actions.

e. Dialogic Validity

Dialogic validity is related to the stakeholders involved in the process of the research. The researcher collaborated with the teacher to observe the research process. In addition, the researcher was also assisted by the collaborator in conducting the research.

Meanwhile, the trustworthiness was obtained from the triangulation technique. According to Burns (1999: 164), the aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes three forms of triangulations. They are described as follows:

a. Time triangulation

Time triangulation means that the data are collected over period of time. It was done to get a sense of what factors are involved in the change processes. In this research, the researcher conducted the action from March 18<sup>th</sup> 2014 until May 22<sup>th</sup> 2014.

b. Investigator triangulation

Investigator triangulation means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the researcher worked collaboratively with the English teacher and also the collaborator. It was done to avoid bias or subjective observations.

### c. Theoretical triangulation

Theoretical triangulation means that the data are analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed theories from some books and journals.

## 4. Data Collection Technique

The data in this research study was obtained from the instruments. The data needed are the writing scores, opinions, obstacles, and expectations of the implementation of the actions gained from the research members. The data was collected through class observations, documentation of the students' writing tests, and the interview with the research members.

The data collection techniques used was qualitative through interviewing some members of schools and observation. In the beginning of the research, the researcher conducted personal interviews to the principal to find out the main language skills needed to improve. By doing so, it showed that writing skills of the students at the school are low, so the researcher decided to carry out a research of which aim is to improve the writing ability. The researcher also interviewed the English teacher. Besides, to get the whole picture of the class, he joined the class to observe the learning and teaching process being run. Then, the problems was identified and discussed with the English teacher to find the solution.

The interviews, observations and the discussion was done not only in the beginning of the research, but also in the process of the research itself to identify and monitor the improvement of the writing ability of the students after the

implementation of the planned action, that is in this research is the use of mind mapping to improve the writing skills. Interviewing the students in the class was done after the implementation of the actions to know how their responses towards the actions implemented and whether the actions help them to improve their writing skills. The interview was done in English and Indonesian language. At the end of the technique implementation, the researcher conducted a writing test.

#### 5. Data Analysis Technique

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns. In analyzing the data of this research, the researcher used some steps that are proposed by Burns (2010).

##### a. Assembling the data

In this step, the researcher collected the data that he had. After that, he reviewed the initial and or has revised questions and looked for broad patterns.

##### b. Coding the data

In the second step, the researcher coded the data into more specific patterns or categories. The researcher also identified which data that could be coded qualitatively and which data could be coded quantitatively.

c. Comparing the data

After coding the data, the researcher compared the categories or patterns across different sets of data, for example interviews compared with surveys, to see whether they showed the same thing or whether they were contradictions.

d. Building meanings and interpretations

In this step, the researcher thought deeper about what could be seen from the data by reflecting beyond the immediate surface details. He also looked for more abstract concepts and not just step-by-step descriptions of what had been found. Questions were posed, connections were identified and explanations about what the research meant at the broadest level of the research understanding of it were developed in this step. Then, the researcher refined his own 'personal theories' about the meaning of the research.

e. Reporting the outcomes

The last step was reporting the outcomes. Here, the researcher thought about how the research and the finding would be presented to others and how to organize the whole process of the research from the beginning to the end not merely the analysis and the findings.

#### **D. Research Procedure**

In conducting the research, the researcher used the action research procedure proposed by Burns (1999). The procedure consisted of the following four steps.

## 1. Reconnaissance

The researcher conducted the reconnaissance step to discover information related to the problems faced by the students. Based on the interviews and observations in SMPN 2 Gamping, the researcher found and identified the existing problems. After finding some problems, the researcher tried to figure out the most feasible problem to be solved.

During the observation and interviews, the researcher found out that the students had problems in writing. They claimed that writing was the most difficult skill to master. They were rarely asked to produce a piece of writing. The English teacher seemed to more focus on writing-for-learning or even just through reading than writing-for-writing. The researcher found that the teacher simply asked students to distinguish verbs only without giving the students an opportunity to write. Writing might take a long time to students so that the teacher rarely carried out tasks that were focused on the writing-for-writing.

## 2. Planning

After the researcher identified the problems, he would made plans to choose the actions that could be conducted in the field. In planning the actions, the researcher worked together with the collaborator and the English teacher. They discussed the possibility and the scale of priorities of the implementation. In this step, some techniques were selected to improve students' writing ability.

### 3. Actions and Observing the Action

After the planning got approved, the actions were implemented in the class. The action was done in two cycles. One cycle consist of four meetings. The researcher observed and recorded the students' responses in the actions. He discussed the influences of the implementation to be evaluated in the next cycle with the teacher. The results of the identification would be considered successful or unsuccessful. The result of this evaluation process would be considered for the reflection in the next step.

### 4. Reflection

The reflection was done after one cycle of the research completed. The researcher and the collaborator discussed the circumstances concerning the actions. It was done to discover whether the actions were successful or not. If the actions carried out were successful, the researcher would keep carrying out. In the other hand, if the actions were not successful, the researcher would try to figure out suitable actions to help students improve their writing ability in the next meeting of each cycle.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents a discussion on how mind mapping was conducted through cycles to improve students' writing skills. It explains the research conducted in Cycle I and Cycle II. It consists of the reconnaissance steps, planning, action, observation and reflection. This chapter also presents the result of the research in the form of qualitative and quantitative data. The details of the research processes are presented below.

#### **A. Reconnaissance**

Before conducting the research, the researcher identified the problems related to the English teacher, the students and the teaching and learning process especially in teaching writing descriptive texts. After that, the problems were selected and some problems were chosen to be overcome. Finally, the actions to overcome those problems were determined. Each step in the reconnaissance stage is explained below.

##### **1. Identification of the Field Problems**

This research was started by gathering the information dealing with the teaching and learning process of grade VII E in SMPN 2 Gamping. To gather the information, the researcher conducted observation on February, 6<sup>th</sup> 2014. The vignette below is the result of the observation during the teaching and learning process before the actions of the research were implemented. It described how the

process of teaching and learning went through and the activities were conducted by the English teacher. It also showed the students' attitudes toward the process of teaching and learning process especially in writing descriptive texts.

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Date = Thursday, 6 February 2014  
Time = 08.00 a.m  
Place = 7E class of SMPN 2 GAMPING  
Activity = observation in the class

The researcher and the collaborator came to the school at 08.00 and waited for the English lesson time in the class. Then, the English teacher came inside to the class. Then, he introduced the researcher to the students. After that, they sat at the back to follow the process of teaching and learning activities. The English teacher opened the lesson by checking students' attendance and praying. Next, he tried to measure the students' ability to describe something because they have been taught about descriptive text such as things in the class and describing their friends. However, they were still not able to do it well. **Many students found it difficult to translate any word into English. They often asked the teacher to translate the words. Some students even did not pay more attention to the tasks. They preferred to play with other friends and chatting with them.** However, the teacher did not do anything. **Then, he asked the students to collect the given home work. The students were asked to look for the verbs in a text and translate them according to the meaning of the text. In fact, there were many students did not do the home work.** So, the teacher decided to ask them to do it in the class. Because of the noisy condition, the teacher asked them to work in groups. The teacher gave the students 10 minutes to do. After the time was over, he asked the representative of each group to write the answers on the white board. **The result showed that there were only a few students who have been able to recognize verbs. In reality, many of them could not recognize verbs. They even wrote nouns and adjectives.** After the teacher corrected all answers on the board, then he ended the class.

(FN.01, February 6<sup>th</sup> 2014)

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Based on the observation, the learning was not conducted successfully. The English teacher did not use any interesting way to attract the students' interest. In the teaching and learning process, the students tend to play and talk with other

friends. As a result, they paid no attention to the teacher's explanation. Some of them even felt sleepy because they got bored of the explanations. It means that the students' involvement during the teaching and learning process was needed to be improved. Besides, students' mastery of vocabularies was still very low. Even they were not able to translate many words into English. So, they often asked the teacher to help them.

To support the primary condition of the teaching and learning process, the researcher also interviewed the English teacher. It can be seen in the transcript below.

---

R : *Untuk hal menulis khususnya descriptive text, anak-anak itu kurangnya dalam hal apa, Pak?*(What are students' difficulties dealing with their writing skills especially descriptive text, Sir?)

ET : *Ini mas, anak-anak masih kurang bisa untuk membedakan mana Noun, mana Verbs dan mana Adjective. Jadi ya kalo di suruh menulis bahasa inggris mereka agak kebingungan. Kemudian, belum bisa nyari topik sendiri, apalagi untuk mengembangkan idenya. Mungkin ada beberapa yang sudah bisa. Tapi kebanyakan mereka belum bisa mas. (The students lack abilities to distinguish nouns, verbs and adjectives. So they always found difficulties if I asked them to write in English. Then, they are not able to find and develop any topic by themselves. There are only a few students who can do it, however, most of them still cannot do it by themselves)*

R : *Oh, untuk grammarnya sendiri, Pak?*(What about their grammar, Sir?)

ET : *Kalo masalah grammarnya mereka juga masih lemah di Tobe-nya. memang kelemahan mereka dalam bahasa inggris lumayan banyak mas.*(In terms of grammar, **they cannot use grammar properly including the use of To be.** In fact, they lack many aspects in English lesson).

R : *Oh gitu nggeh pak. Kemudian sejauh mana mereka mengetahui Tense tersebut pak? Seperti Simple Present Tense, Itu kan penting digunakan kalo mau menulis descriptive text.* (Oh, I see. Then how far do they know about tense, sir?)

(Continued)

(Continued)

Like simple present tense, it is important to use in writing descriptive text).

ET : *Dulu si saya sudah pernah ajarkan mas tetang hal-hal tadi termasuk Simple Present itu juga. Tapi kalo di tanya lagi ya juga pada lupa.*(In the past, **I have taught about those things including Simple Present** as well. **However, they always forget when they were asked about that**).

(Interview transcript2)

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From the interview, it can be concluded that there were some problems with the students' ability in terms of writing descriptive texts. They are still not able to distinguish nouns, verbs, and adjectives. Then, they lack abilities in using grammar including the use of auxiliary such as To be. They also cannot find and develop any topic by themselves.

After doing the observation and the interview, the researcher identified and described some problems related to writing ability of the students. There was discussion with the collaborator and the English teacher as well. There were several problems found during the teaching and learning process. The further description can be seen on this check list table;

**Table 2. The Field Problem in the Teaching and Learning Process of Writing at VII E Class of SMP N 2 GAMPING**

FIELD PROBLEM			Code
1	Teacher	-He lacks variation in teaching technique -He tends to focus on teaching reading too much	T T

(Continued)

(Continued)

2	Learning material	-Materials are not interesting sometimes	LM
3	Students motivation	-They have low motivation to write	S
4	Students interaction	-They often talk with other friends during the lesson	S
5	Students discipline	-They are often late -They often did not do the given tasks -They often ask permission to go outside	S S S
6	Students writing habit	-They often copy friend's work -They often feel sleepy and bored of explanation -They have high anxiety especially in answering	S S S S
7	Students writing skill	-They have difficulties in finding main ideas -They have difficulties in using text organization -They have difficulties in using correct grammar -They lack vocabularies	S S S S

**T: Teacher S: Students LM: Learning Materials**

## 2. Problem Selection Based on Urgency Level.

After those problems has been found in the field, in order to improve students' skill, the researcher focused on improving students' ability in writing descriptive texts through using mind mapping. The researcher decided to weight the field problems based on urgency level as following table;

**Table 3. The Most Urgent Problems in the Teaching and Learning Process of Writing at VII E Class of SMP N 2 GAMPING**

FIELD PROBLEM			Code
1	Teacher	-He lacks variation in teaching technique -He tends to focus on teaching reading too much	T T

(Continued)

(Continued)

2	Learning material	-Materials are not interesting sometimes	LM
3	Students motivation	-They have low motivation to write	S
4	Students interaction	-They often talk with other friends during the lesson	S
5	Students discipline	-They are often late -They often did not do the given tasks	S S
6	Students writing habit	-They often copy friend's work -They often feel sleepy and bored of explanation	S S
7	Students writing skill	-They have difficulties in finding main ideas -They have difficulties in using text organization -They have difficulties in using correct grammar -They lack vocabularies	S S S S

**T: Teacher S: Students LM: Learning Materials**

### 3. Problems Selection Based on Feasibility Level

After weighing problems based on the urgency level, then the researcher identified and selected those problems into feasibility level in which the researcher determined to solve the problems occurred in the class. Then the researcher decided the problems like the following table;

**Table4. The Most Feasible Problems in the Teaching and Learning Process of Writing at VII E Class of SMP N 2 GAMPING**

FIELD PROBLEM			Code
1	Teacher	- He lacks variation in teaching technique	T
2	Learning material	-Materials are not interesting sometimes	LM
3	Students motivation	-They have low motivation to write	S
4	Students discipline	-They often did not do the given tasks	S

(Continued)

(Continued)

5	Students writing habit	-They often feel sleepy and bored of explanation	S
6	Students writing skill	-They have difficulties in finding main ideas -They have difficulties in using text organization -They have difficulties in using correct grammar -They lack vocabularies	S S S S

**T: Teacher S: Students LM: Learning Materials**

#### 4. Determining the Actions to Solve the Problems

After having discussion with the English teacher, the researcher determined some actions expected to be the solution to the problems. There were five actions planned in this research to improve students' ability in writing descriptive texts through mind mapping. The actions would be used to improve students' abilities in writing descriptive texts. Through pictures, colors and other interesting ways in using mind mapping, those devices would make students learn easier in writing descriptive texts. The treatment will be explained below.

**Table 5. The Relationship between Field Problems and Actions**

No.	Problems	Actions
1.	-The teacher lacks variation in teaching technique. -Materials are not interesting sometimes. -The students have low motivation to write.	<ul style="list-style-type: none"> <li>Using picture and colors, lines with branches to attract student's attention and motivation in writing descriptive texts.</li> </ul>
2.	-The students have difficulties in finding main ideas. -The Students have difficulties in using text organization. -The students have difficulties in using correct grammar. -The students lack vocabularies.	<ul style="list-style-type: none"> <li>Using mind mapping to teach key topics and to generate ideas.</li> <li>Using mind mapping to organize students' writing in correct grammatical ways.</li> <li>Using mind mapping to teach key vocabulary.</li> </ul>

(Continued)

(Continued)

3.	-The students often did not do the given tasks. -The students often feel sleepy and bored of explanation.	• Using colors and pictures made by themselves and guided by the teacher would make them focus on learning writing descriptive text.
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## **B. The Process of Research**

### **1. Cycle I**

This part described the process of the research in the two cycles. The first cycle was in three meetings. It was held on Tuesday 18<sup>th</sup> March, Monday 14<sup>th</sup> and 21<sup>st</sup> April 2014. It described the planning, the action and observation and the teaching and learning process during the research. It can be seen in the explanation below.

#### **a. Planning**

In the planning stage, the researcher prepared three lesson plans for three meetings which were rooted in the course grid. In the first meeting, he planned to explain descriptive texts; the social purpose, generic structures and language features. He would also explain the steps in writing; planning, drafting, editing and final version. Then, he would introduce and explain the mind mapping technique as the main purpose in this research. He would also explain what mind mapping is and how to use mind mapping in writing descriptive texts.

In the next meetings, the researcher planned to always recall the students' knowledge on descriptive texts and mind mapping. He also

prepared some kinds of task such as completing texts, writing paragraphs, developing unfinished texts and writing a text based on a mind map. The students would start to make their own mind mapping in the second meeting. Besides, the researcher also focused on improving students' ability in terms of grammatical rules. Therefore, he also gave knowledge about the use of auxiliary including To be, *Has/Have*, and also how to distinguish nouns and adjectives.

During conducting the teaching and learning process in the class, the researcher prepared an observation checklist. It aimed to get the data and information from the teaching and learning process. It was given to the English teacher and the collaborator as the observer in the class. The researcher also designed some questions for the English teacher, the collaborator and the students. The questions dealt with their comments on the teaching and learning process and also their expectation in the next meeting. The researcher also prepared handouts for the students.

#### **b. Action and Observation**

In implementing the actions, the researcher worked collaboratively with the English teacher and the collaborator. During the actions, he acted as the teacher while the English teacher and the collaborator acted as the observer. Both of them observed the teaching and learning process while completing the checklists and taking notes about anything happened in the classroom. Sometimes the collaborator took pictures for documentation. The following were the descriptions of each meeting in Cycle I:

## 1. The First Meeting

In the first meeting which was held on Tuesday 18<sup>th</sup> March, the researcher opened the lesson with praying and checked students' attendance. He prepared a descriptive text entitled "My house". Then he asked the students to read the text. Then he said "What is the text about?" and the students answered "House". He also asked the students about the social purpose, the generic structure and language features of descriptive texts. However, many students did not know about that. Therefore, the researcher explained about it. It can be seen in the following field note below.

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Firstly, the researcher asked the students about the descriptive texts including the social purpose, the generic structure and language feature. The teacher walked around and waited for any student who could answer it. However, no one in the class could answer it correctly and most of them just kept silent.

(FN.04, March 18<sup>th</sup> 2014)

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Then, the researcher introduced the steps of writing: planning, drafting, editing and final version because he intended to improve students' ability in writing. He asked the students to follow those steps when they tried to write any kind of texts especially descriptive texts. If they followed the steps, they would be easier in making a good text.

After teaching about the steps of writing, the researcher asked the students to pay attention to a new way of learning. It is using mind mapping. The researcher asked them whether they knew about it or not. The

researcher asked "*Kalian pernah mendengar Mind Mapping sebelumnya? Atau pernah menggunakan teknik tersebut?*" ("Have you all heard about Mind Mapping? Or have you used it before"). In fact, all of them never heard and never used it before. In fact, the students were a bit confused firstly because that was their first time knowing this technique. However, they were curious about mind mapping because the pictures and colors made them interested and paid attention to the learning process. It can be described in the following field note.

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The researcher asked the students about the mind mapping technique. In fact, that was the first time for them knowing the technique. However, when the researcher started to introduce them with the mind mapping about a house, the students seemed curious and interested about that. Then, some students said that they were interested with the pictures and colors made by the researcher because they liked drawing. Then, he said that all students would start to draw in the next meeting.

(FN.04, March 18<sup>th</sup> 2014)

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During the introducing of mind mapping in the class, it showed that many students were interested in mind mapping. Even one of the students said "*Wah kalo belajarnya sambil gambar kayak gini jadi gak ngantuk kak*" ("If we study while drawing like this, I will not get sleepy, Sir"). The researcher asked "*Lha kok bisa?*" ("Why?"). Then he answered "*Karena aku suka gambar kak.*" ("It is because I like drawing, Sir"). In fact some students also said about that. Thus, it became good motivation for the researcher to teach because many students responded it well and they started to like this technique.

In the practice stage, the students were asked to fulfill incomplete mind mapping about a house. They should write down each room in a house and things they remember on each branch of the room. In this task, the researcher focused on knowing how far the students were able to mention nouns. In the next task, the students were also asked to do more specific task in pairs, they should answer the questions about the description of a house with correct sentences related to its colors and shapes. It was aimed to check whether the students were able to write sentences in English or not.

In the end of the learning process of this meeting, the researcher conducted the pre-test to check students' ability in writing descriptive texts. In the pre-test, the students were asked to write at least 10 sentences arranged in a text with the topic about a house. In this production stage, students found many difficulties in writing because they had limited abilities to write in a correct sentence and also most of them could not master many vocabularies about house. It can be seen in the following extract.

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When the researcher conducted the pre-test, many students seemed really confused. Many of them always asked the teacher about the vocabularies which they wanted to translate. They were not able to distinguish nouns, verbs, and adjectives. They also did not know how to make a correct sentence according to grammatical rules. For example, many of them did not know the use of auxiliary including To be (*Is, Am, Are*) and *Has/Have*. In addition, they could not use simple present correctly. Dealing with punctuations, they also made many mistakes about that. They still did not know how to use capital letters and comma correctly.

(FN.04, March 18<sup>th</sup> 2014)

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Based on the pre-test, it showed that the students really lacked many abilities which are required in writing descriptive texts. Therefore, the researcher prepared explanation of auxiliary including To be and *Has/Have*. He also prepared the explanation about nouns, and adjectives in the next two meetings along with some tasks to check their understanding. In addition, their knowledge about punctuations was still low because they made many mistakes in using it. So, their knowledge about it was also needed to be improved in the next meeting.

## **2. The Second Meeting**

In the second meeting which was held on Monday 14<sup>th</sup> April, the researcher provided same topic as the previous meeting. It was about a house. However, in this meeting, the students would be asked to give it a try to make a mind mapping for the first time. In the beginning, he opened the lesson with praying and checking students' attendance. Then, he asked and checked their understanding related to what they learned in the previous meeting about the descriptive text including the social purpose, the generic structure and language features. The researcher asked "What is a descriptive text?" and the students answered "It is a text to describe something". It indicated that they had understood the social purpose of the descriptive text. After that, the researcher re-explained the generic structure and the language features in order to recall their memories about what they had learned before. The researcher also explained more details about mind mapping to assure they would be ready to use it properly.

Based on the pre-test which had been conducted in the first meeting, the researcher found some problems in terms of grammar. Actually, many students had known the meaning of pronouns including *I, They, You, We, She, He and It*. However, they still could not use the auxiliary well including To be (*Is, Am and Are*). They also could not use *Has or Have* correctly. Thus, after giving some explanations about the descriptive text and mind mapping, the researcher gave a brief explanation dealing with To be (*Is, Am and Are*) and *Has/Have*. When the researcher explained the use of pronouns to be applied correctly with *Is, Am, Are* and *Has/Have*, he used an interesting way to make the students got the explanation given. In reality, it attracted students' attention. It can be seen in the field note below.

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The researcher found that many students had difficulties in using auxiliary including To be (*Is, Am, Are*) and also *Has or Have*. Thus, after explaining and reviewing descriptive texts with its generic structure and mind mapping, he taught students an interesting way to make them learn easier in using To be and *Has or Have*. The researcher said **“If you want to know the use of To be (*Is, Am, Are*) and *Has/Have*. Just do not get confused, I have a way for you to make it easier. Just remember one of Indonesian artist's name, Ayu Dewi. See? That stands for I, You, They and We. A for *Am, Yu Dewi* for *Are*. Then, next is about *Sihit*, that stands for *She, He and It*. It is used for *Is*. So, just remember about it then you will be easier to use To be, It is easy, right?”** Then, one student said “Oh, I see. What about the use of *Has/Have*? Is it same?” After that the researcher answered “That is simpler actually. **So, we use Ayu Dewi for *Have* and *Sihit* for *Has*. Therefore, *I, You, They and We* are for *Have*. Then, *she, He, and It* are for *Has*. Is it clear now? So it will be easier for you”**. In fact, the students were interested in the way the researcher taught. Furthermore, many of them started to use it correctly in making sentences. However, there were some students who still needed to be guided by the researcher.

(FN.05, April 14<sup>th</sup> 2014)

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Through that simple way, the researcher tried to check their understanding. To make them more interested, he explained more through mind mapping. He drew a mind map contained with the explanation of To be and *Has/Have*. After that, he asked some students who sat at the front to make a sentence orally based To be and *Has/Have*. Many of them had been able to make correct sentences. However, there were still a few students who still could not do well. Then, the teacher guided them in making their sentences. In fact, the students interested with that examples. As a result, the students started to memorize and to use To be and *Has/Have* correctly.

In the next task, they were asked to choose the correct words and to complete a missing text. The researcher had provided the answers in the bracket. It aimed to enrich students' vocabularies. Some students admitted that they were lack of vocabularies. So, before starting to make a descriptive text through mind mapping, they should have more vocabularies. They could use their dictionary as well to help them finding any difficult word.

In the final task of this meeting, the students were asked to draw a mind map about their house. However, the researcher did not ask them to write paragraphs about it because that was the first time the students made a mind map. Therefore, the researcher intended the students to get accustomed to draw mind mapping. In reality, the students enjoyed learning writing through mind mapping. In addition, they could focus on the lesson during the teaching and learning process.

### 3. The Third Meeting

In the third meeting which was held on Monday 21<sup>st</sup> April, the researcher opened the lesson with greeting and checking students' attendance. Then, he checked students' understanding about the materials in the last two meetings. He said "*Aku yakin kalian masih ingat kan tujuan teks descriptive, kalau untuk Generic Structure-nya, masih ingat?*" ("I'm sure you still remember the social purpose of descriptive text, what about the generic structure? Do you still remember?"). Then the students answered "Identification and description, Sir". He added "What about the verb that is usually used in making descriptive texts?" And they also said "Simple Present, Sir". Then, the researcher gave a text entitled "My School". He asked the students to read the text. After that, he called some students to decide which one was the correct generic structure of the text. Fortunately, they had been able to answer it well. It indicated that the students had understood about descriptive texts and its generic structure.

To check students' understanding about auxiliary including To be and *Has/Have*, the researcher gave a task which the students should be able to complete a missing text entitled "My Speroga" with the correct auxiliary. The students showed improvement after they were given some explanations about it in the last meeting. Many of them did the task correctly. In addition, it only took a few minutes to do the task. However, they were some students who still needed to be guided by the teacher in doing the task. It can be seen in the following field note.

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The researcher walked around to check students' work in doing the task. Many students did the task seriously. There was no chatting between the students. As a result, they did the task faster than usual. Furthermore, when the researcher checked the task, many of them did that correctly. It showed that their abilities in using correct auxiliary had improved.

(FN.06, April 21<sup>st</sup> 2014)

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Moving to the next task, the researcher asked the students to look at a mind map about a school completed with some pictures in each branches. In this task, the students were asked to make 10 sentences about it. The researcher intended to know how far they were able to apply the use of auxiliary including To be and *Has/Have* in making sentences. The researcher thought that it would help them in writing descriptive texts later.

However, there were many students who had difficulties in making correct sentences. Some students said that they had difficulties in using the simple present tense. Then, the researcher walked around to check students' work. When he found out that there was a student who made mistakes in making sentences, he asked the student "*Lho, kenapa banyak yang salah kalimatnya kalo buat kalimat Simple Present?*" ("You made many mistakes in making a sentence when using the simple present tense, why?"). Then the student answered "*Lha gak tau e Kak. Aku gak bisa buat kalimat kalo pake itu*" ("I do not know, Sir. I cannot make sentences with that"). After that, the researcher asked "*Kamu belum tahu penggunaan Simple Present Tense? Bukannya sudah pernah di ajarkan sama Pak Didik?*" ("You still do not

know how to use the simple present tense? Have not Mr. Didik taught about that?”). Then, the student replied “*Iya Kak, tapi ya uda lupa lagi, bingung si soalnya Kak*” (“Yes, Sir. But I forgot because I got confused, Sir”). The researcher just realized that many students still did not know how to use the simple present tense when making sentences. Therefore, he decided to give the explanations of it in the next cycle.

In the last task, the researcher asked the students to make a mind map and to write a short paragraph about it. He also gave an opportunity for the students to choose the topic based on the last two meetings. So, they could choose a topic about a house or a school. However, many of them chose the topic about a house. This task would be used to evaluate how far the students had been able to write descriptive texts through mind mapping. The researcher gave 30 minutes to do the task.

In fact, the students did it seriously. During writing their own descriptive texts, there was no chatting between them. Only some students who still did not know the words in English asked to the teacher to translate it. However, many of them only focused on their drawing rather than their writing. The researcher walked around to check students’ work. He still found many mistakes made by the students in using correct punctuations. Therefore, he gave brief explanations about punctuations and asked students to pay more attention to their punctuation on their writing. After the time was over, the researcher helped with the collaborator collected students’ work and ended the lesson with saying “See You next week”.

### **c. Reflection of Cycle I**

After implementing the action, the researcher and the collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observations in the teaching and learning process with the English teacher's and students' opinions. The researcher intended to find out whether the action was successful or unsuccessful on improving students' ability in writing descriptive texts.

Based on the observation and interviews done in Cycle I, it can be concluded that the teaching and learning process run well. In fact, the students showed their interest following the lesson given by the researcher. It is because writing using mind mapping is a unique way for them. They also could focus on the lesson well because writing using mind mapping could avoid their boredom with monotonic explanations like their English teacher did before. Moreover, they did not feel sleepy anymore because they seemed very enthusiastic during the teaching and learning process. It can be seen in the extract below.

---

During the teaching and learning process in writing descriptive texts using mind mapping, many students always paid attention to the researcher. There was no chatting between students. There was no student who felt sleepy during the explanation. They even showed their enthusiastic with asking about the words they still did not know without hesitate.

(FN.05, April 14<sup>th</sup> 2014)

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Besides, it also showed that there were some improvements in terms of students' ability in writing descriptive texts itself. Many students had been able to use and identify nouns and verbs well. They also had been able to use auxiliary including To be and *Has/Have* in correct sentences, although there were still some students who still needed to be guided in making sentences. Then, a lot of students had been able to develop their ideas. They said mind mapping made them easier to brainstorm their ideas into branches and wrote it down in a short paragraph. It can be seen in the interview transcript below.

---

R : *Desya, sekarang kalo mau buat teks tentang deskriptif teks, uda lumayan bisa? Mind mapping bantu gak? (Desya, are you able to make a descriptive text now? Does using mind mapping help you?)*

S2 : *Udah Kak,iya kak bantu banget, aku jadi gak bingung kalo mau bikin kata-katanya itu. Terus nyari idenya lebih gampang. (Yes, I am, Sir. It really helps me. Now I do not get confused if I want to make the words. With mind mapping, it becomes easier for me to develop my own ideas)*

R : *Kalo Vocab kamu gimana? Lebih mudah mana inget-inget kata dalam bahasa inggris lewat mind mapping atau kamus? Kalo kamu nyari dan ngapalin lewat kamus kan mungkin gampang lupa kan?(What about your Vocab? Which one is easier to remember English words, using mind mapping or dictionary? If you look for and memorize with dictionary, you will forget easily, right?)*

S2 : *Wah, enak lewat mind mapping lah kak, lebih mudah inget-ingetnya. Apa lagi ada gambar-gambar yang kita buat sendiri, kan jadi lebih gampang ngingetnya, Kak.(It is better using mind mapping, Sir. Moreover, with the pictures which are made by us, it's easier to memorize).*

(Interview Transcript 15)

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It also showed that the students thought mind mapping could be used to help them in memorizing any words in English. It really aided the students when making sentences especially in writing descriptive texts.

However, there were still some problems found in several aspects. The researcher found some difficulties in implementing the mind mapping technique to begin with. A lot of students did not know about that technique before. It can be seen from the transcript below:

- 
- R : *Susahnya dimana, Tan?* (Which one do you think is difficult?)
- S : *Sebenarnya aku suka kak pake mind mapping, cuma kalo sudah nulis teksnya agak sulit soalnya bingung makenya.* (Actually I like using mind mapping, but when I tried to write, **I find it difficult using about grammar**)
- R : *Oh, kalo soal grammar nanti kakak ajarin sambil jalan. Kalo mind mappingnya sendiri gimana?* (If it deals with grammar, I will teach as time goes. What about mind mapping itself?)
- S : *Aku mbuatnya agak lama kak soalnya ya baru kali ini di ajarin pake cara itu.* (I took much time to make because **this is the first time I use that way**)

(Interview transcript 12)

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Therefore, many students tended to focus on their drawing rather than their writing. It obviously took much time. Even in their first task in writing descriptive texts using mind mapping, they did not have much time to write the descriptive texts because they used the time only for drawing the mind mapping. It completely distracted the learning process. Based on the experiences of making mind mapping while writing a descriptive text in

Cycle I, the researcher and the collaborator decided to control the time of making mind mapping and writing descriptive texts. They would divide the time for doing those two activities to make the time more efficient. Those planning would be applied in the meetings in Cycle II.

Dealing with other hindrances, many students found difficulties in using the simple present tense. They often made many mistakes when trying to write sentences including positive, negative and interrogative patterns. Although the English teacher had taught about it, they were still not able to make correct sentences. In addition, their knowledge about spelling, punctuations and capitalizations were still low, So many students made many mistakes in their writing. It can be seen in the field note below.

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In the last task, the researcher asked the students to make a short paragraph about a mind map they had made. When the researcher walked around and checked students' work, he surprised that many students could not use the simple present tense on their writing. For example, when they wanted to make a negative sentence pattern, they could not know where "Not" should be put. In addition, they could not use capitalization correctly. For example they did not know when they should write a capital letter in a sentence. Their spelling of English words also became problems. They sometimes made mistakes on writing a word such as "Flor". It should be "Floor" and so on. Then, they sometimes did not put a capital letter in correct orders such as in the middle of a sentence. As a result, they made many mistakes on their writing.

(FN. 06, April 21<sup>st</sup> 2014)

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Based on the problems revealed above, the researcher and the collaborator decided to solve those matters through teaching and giving explanations about them in each meeting of Cycle II. After consulting with

the English teacher, the researcher also got some suggestions about what materials should be included in conducting Cycle II. He also suggested varying the tasks based on students' need to avoid students' boredom.

## **2. Cycle II**

From the reflection of Cycle I, the researcher found some problems which should be improved more in Cycle II. This part described the process of Cycle II. There were two meetings. It was held on Monday 12<sup>th</sup> and 19<sup>th</sup> May. It described the planning, the action and observation and the teaching and learning process during the research. It can be seen in the descriptions below.

### **a. Planning**

In the planning stage, the researcher prepared two lesson plans in two meetings which were rooted in the course grid. Based on the discussion with the collaborator, it was determined that Cycle II would focus on some problems found in Cycle I. The researcher decided to implement some activities and some new actions with the hope that the teaching and learning process would be more enjoyable and the students' ability in writing descriptive texts would significantly improve. The action plans of Cycle II revealed the following points.

The students thought that mind mapping was a new way for them to learn English. They took much time to draw the mind mapping rather than to write the text of descriptive itself. Therefore, the researcher and the

collaborator determined to control the time of drawing mind mapping. So, the students could also focus on their writing. In addition, to make the students enjoy and to have more fun in the process of learning English, the researcher varied the topic in each meeting and asked them to make a mind mapping based on their own creativity without hesitate.

Based on the post test done in the end of the third meeting, the researcher found that many students had difficulties in using the simple present tense. Therefore, the researcher prepared materials which included the explanations and the tasks to improve their ability in using this tense. It would obviously help students in writing descriptive texts. Furthermore, the researcher also prepared some tasks in order to check understanding about the auxiliary including To be and *Has/Have*. It can be seen in the following interview below.

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ET : *Untuk Cycle II-nya, gimana Mas Harsul ada yang sudah di persiapan?* (What have you prepared for cycle II?)

R : *Oh ini pak saya dengan Mbak Evi sudah menyiapkan materi untuk dua pertemuan di Cycle II tentang Simple Present Tense karena seperti hasil test di Cycle I kemarin itu, mereka memang masih sangat kurang pengetahuan untuk menyusun kalimat yang baik dan benar.* (Yes, sir. Evi and I have prepared materials for the next two meeting in Cycle II. **It is about the simple present tense because based on the result of the test; they still lack ability to make a good and correct sentence.**)

ET : *Oh iya bagus itu Mas. Memang anak-anak kurang dalam hal itu dan jangan lupa Mas yang kemarin-kemarin yang sudah diajarkan kalo bisa sering di ulang-ulang. Anak-anak gampang lupa kalo sudah di ajarkan gitu.* (That's good, it's true that the **students are obviously lacking of those matters and do not forget that what you have taught earlier, you should repeat again and again because they are kind of forgetful.**)

(Continued)

(Continued)

R : *Iya Pak, kita juga sudah menyiapkan untuk task-task untuk mengingat pelajaran kemarin yang sudah di ajarkan terutama tentang To be sama Has/Have biar bisa diterapkan dalam membuat kalimat nanti.* (Yes sir, **we also have prepared some tasks for them to remember what they have learned earlier especially in terms of To be and Has/Have in order to be applied in making sentences later.**

(Interview Transcript 14)

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In the first meeting, the researcher and the collaborator had prepared explanations of the simple present tense in positive and negative patterns. After that, the researcher also added the explanations about interrogative patterns in the second meeting. He also would drill the students with some tasks related to the simple present tense to check their understanding.

As explained in the reflection of Cycle I, many students also lack knowledge in terms of punctuations. Therefore, the researcher would pay more attention to check students' work and to correct them together. He also gave a brief explanation how to use correct punctuations during writing activities.

Then, the researcher also planned to recall the students' knowledge of descriptive texts along with the generic structure and mind mapping. He also prepared some kinds of task such as matching sentences, completing texts, writing paragraphs, and writing a text based on a mind map.

During conducting the teaching and learning process in the class, the researcher prepared an observation checklist. It aimed to get the data and information from the teaching and learning process. He also designed some

questions for the English teacher, the collaborator and the students. The questions dealt with their comments on the teaching and learning process and also their expectation in the next meeting. The researcher also prepared handouts for the students.

### **b. Action and Observation**

In implementing the actions in Cycle II, the researcher worked collaboratively with the English teacher and the collaborator. During the actions, he acted as the teacher while the English teacher and the collaborator acted as the observer. Both of them observed the teaching and learning process while completing the checklists and taking notes about anything happened in the classroom. Sometimes, the collaborator took pictures for documentation. The following were the descriptions of each meeting in Cycle II:

#### **1. The First Meeting**

In the first meeting which was held on Tuesday 12<sup>th</sup> May, the researcher provided a descriptive text entitled “Pasha Ungu” to open the meeting. He intentionally chose the descriptive text about Indonesian famous person as the topic to make the students pay more attention to the lesson. It was successful enough because in fact many students were interested in the materials given.

After the students read the text, the researcher asked one of the students “*Siapa yang punya idola Pasha Ungu?*” (“Is there any student who

idolizes Pasha Ungu?”). Then one student answered all of a sudden “*Wah, Kak aku sukane Aliando e, uda cakep main filme bagus.*” (“Sir, I am a fan of Aliando, he is not only handsome but also have a good skill at acting”). After that, many girl students said that they liked Aliando.

Then, the researcher continued with reviewing some materials that students had learned in the Cycle I dealing with descriptive texts with its generic structure and the steps of writing. After that, he started to explain the simple present tense. In this meeting, he focused on explaining positive and negative patterns of the simple present tense. Then, he gave the students some examples of positive and negative sentences. However, when the students were asked to write positive and negative sentences based the provided verbs, they still had difficulties on it. For example, they were still confused when they should put *s* or not in the verb. In addition, they also did not know how to use *Do/Does* correctly. Then, the researcher gave some suggestions in order to make them understand easily. It can be seen in the following extract below.

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When the researcher asked them to make positive sentences of the simple present tense, some of the students had difficulties in making correct sentences. They could not know when they should put *s* or not in the verb. After that, the researcher asked them to remember what they had learned dealing with the use of auxiliary. It was about *Ayu Dewi* (I, You, They and We) and *Sihit* (She, He and it). He explained that they should use and put *s* on *Sihit*. Then, they did not need to use *S* on *Ayu Dewi*. The researcher also added some explanations about negative sentences, the students should use *Do* for *Ayu Dewi* and *Does* for *Sihit*. As a result, many of them could make correct sentence after that. However, some other students still needed to be guided in making their sentences.

(FN.08, May 12<sup>th</sup> 2014)

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In the next task, the researcher asked the students to look at columns containing some sentences. There were also some pictures of Indonesian artists. They should match the pictures with the correct sentences in the columns which described the correct persons in the picture. It aimed to make the students familiar to write description about a person. The researcher gave five minutes to do the task. After that, he called some students to answer the questions. Fortunately, many of them could answer correctly. They could recognize the artist pictures and match the sentences in the columns well.

Moving to the last task, the researcher gave an unfinished text. He asked the students to complete the unfinished text with their own ideas. The text entitled “Ahmad Dhani”, so the researcher hoped that the students would be easier to develop the ideas because the artist was famous in Indonesia. He intended to give them a wide opportunity to write sentences. It is helpful for the students to make a descriptive text.

During doing the task, some students still had difficulties in using correct punctuations. One student even asked “*Kak, kapan si kita nggunain huruf gede? Aku tu sukanya kalo nulis tiap awal kata pake huruf gede e, jadi kadang lupa makenya*” (“Sir, when should we use capital letters? When I write something, I usually use capital letters in the beginning of every word. So I often forgot how to use it correctly”). Then the researcher answered “*Oh, iya besuk jangan terlalu dibiasain ya. Intinya pake huruf gedanya kalo pas di awal kalimat, terus nama orang, nama tempat, nama*

*hari, bulan dan tahun dan lainnya. Yang penting itu tadi di inget dulu ya”.*  
 (“Oh, I see. Next time you should not do it. Just use capital letters in the beginning of a sentence, person’s names, names of place, day, month, and year and so on. You have to remember it”). Therefore, the researcher guided them and sometimes explained on the board. After the time was over, the researcher collected the students’ work and then ended the lesson.

## **2. The Second Meeting**

In the second meeting which was held on Monday 19<sup>th</sup> May, the researcher provided a topic as the previous meeting. It was about the famous person. However, the researcher extended the content of the topic which was not only about Indonesian people but also the famous people around the world. Thus, the students would be free to choose any favorite person they like to describe. The researcher gave the students a text entitled “Messi” and asked them to read it. Because this was the last meeting in the research, the researcher intended to check students’ understanding about materials which had been given in the previous meetings. Therefore, he once more reviewed about descriptive texts and its generic structure. He also re-explained the steps of writing and mind mapping.

In the previous meeting, they had been taught the positive and negative patterns of the simple present tense. In this chance, the researcher gave a brief explanation of interrogative patterns. To check how far they understood about the formulas which had been learned, the researcher asked

them to change each sentence of positive patterns into negative and interrogative sentences in the first task. It can be seen from the following filed note below.

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After had been taught about the formulas of the simple present tense including positive, negative and interrogative patterns, the researcher asked the students to make negative and interrogative sentences based on positive sentences provided. During their activities, there were some students who were still confused how to use *Do/Does* correctly. Then, the researcher repeated the way he taught about it like the previous meeting which was using *Ayu Dewi* and *Sihit*. It really helped them to understand it.

(FN.09, May 19<sup>th</sup> 2014)

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In the next task, the students were asked to complete a missing text. They were asked to choose the correct answers in the bracket. The researcher intended to check their understanding in distinguishing nouns, verbs, and also adjectives. In fact, they had improved in terms of vocabularies, so many of them had done the task well. Moving to the next task, the students were asked to match column A containing artist's name with column B containing his/her professions. The students should be able to match the artists correctly based on their profession.

In the last activity, the students were asked to choose one artist in Task 3, why they chose, and make a mind map about him or her. The researcher asked them to do in pairs with their classmates. Through this way, the students would be able to share their opinions each other about the artist they chose. It can be seen in the field note below.

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Many students seemed enthusiastic when they were given an opportunity to share each other about their favorite people. They sometimes asked the researcher some words they still did not know. However, the researcher asked them to look for it in the dictionary firstly. The class was a bit noisy because the students should discuss and share each other but they enjoyed the learning process especially in making the mind map together.  
(FN.10, May 22<sup>nd</sup> 2014)

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After the students finished the given task, the researcher collected students' work. The researcher also asked the students to prepare themselves for the post-test in the next meeting. After that, he ended the lesson.

### **c. Reflection of Cycle II**

After implementing the action, the researcher and the collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observations in the teaching and learning process and the students' and the English teacher's opinions.

The researcher intended to find out whether the action was successful or unsuccessful on improving students' ability in writing descriptive texts. Therefore, he conducted final post-test On Thursday 22<sup>nd</sup> May. In this post-test, he asked the students to make their own descriptive texts with mind mapping as they had learned in the previous meetings.

In the beginning, the researcher actually set them free to make their own topic of descriptive texts. However, most of them chose the last topic

that had been discussed in the last meeting. It was about a favorite person. The researcher asked them “*Kira-kira mau topik apa untuk membuat deskriptif teksnya?*” (“What topic do you like?”). Most of them answered “*Kak, yang kemarin aja ya, tentang artis-artis. Soalnya lebih mudah ngarangnya.* (Sir, like yesterday topic, it is easier for us to write if talking about artists). Thus, the topic they chose was about their favorite person. During the test, the students enjoyed the task. Some of them did the task seriously. It can be seen in the following extract below.

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In this final test, the researcher asked the students to write descriptive texts and its mind map. The researcher set them free to choose their own topic to describe. However, many students decided to make a text about their favorite person. During this activity, the students seemed enthusiastic and enjoyed the tasks. Many of them did it seriously. It seemed they got accustomed to write and to make its mind map. Only a few of them still asked some words they did not know, so the researcher guided them.

(FN.10, May 22<sup>nd</sup> 2014)

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After the time was over, the researcher collected students’ work and had some discussion with the students to do reflection about the meetings. In reality, most of students said that they enjoyed attending the lesson given by the researcher.

From the data gathered in Cycle II, the researcher found that there were no significant problems in this cycle. The students were able to develop the text, to organize the text, to use the correct and appropriate words, to use the correct tenses, punctuations and capitalizations. They were

able to produce better writing because of mind mapping. Mind mapping helped them to generate and develop their ideas, to arrange sentences in a good order and to learn new vocabularies. It really helped to understand the texts.

Therefore, students showed their improvement of writing descriptive texts through mind mapping well. In addition, the explanation of the simple present given in the first and second meeting was helpful for them to make correct sentences. They also had been able to understand the steps of writing and to make a good mind map. It can be seen from the transcript:

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R : *Tan gimana sekarang sudah bisa bikin mind mappingnya dan teksnya dengan baik?* (Tan, **Have you been able to make mind mapping and the text well?**)

S : *Sudah Kak, sekarang aku uda terbiasa buat mind mappingnya, jadi gak pake lama buatnya.* (Yes, Sir. **Now I have got accustomed to mind mapping, so it does not take much time to make.**)

R : *Kalo teksnya ndiri gimana?* (**What about the text?**)

S : *Emm, lumayan si Kak, daripada yang dulu, sekarang aku uda lumayan ngerti sama Present Tense kayak yang kakak ajarin kemarin.* (**I think that I more understand now than before. Sir, I have understood about the present tense right now** like you taught me yesterday.)

R : *Kalo yang pemakaian huruf besar dan koma gitu, sekarang juga uda lumayan ngerti kan? Kemarin Kakak juga uda njelasin sedikit tentang itu.* (**What about the use of Capital letters and Comma, have you understood now?** I had also explained it.)

S : *Iya Kak, itu juga uda agak bisa kapan harus nggunain huruf besar.* (Yes, Sir. **I also understood when I should use capital letters**).

(Interview transcript 21)

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Mind mapping was a new way for the students in learning writing descriptive texts. However, the students showed positive responds toward mind mapping. During implementing mind mapping technique in the class, the students got more enthusiastic to write. They were able to follow and to focus on the lesson well. The colors and pictures attracted their attention and interest. They also got curious and were willing to learn more and more. The colors and pictures motivated them to write. It helped them to be creative and to use their imagination in order to write better. It was also supported by students' score which showed the improvement. The students' improvement on writing descriptive texts was proven by the score in the final post-test which got better than pre-test. It is presented in the appendix.

### **C. The Result of Research**

This part presented the qualitative and quantitative data gathered during the research that had been conducting in Cycle I with three meetings and Cycle II with two meetings. Qualitative are the general finding of the research. The researcher used the interviews with the English teacher, the collaborator and the students involved during the teaching learning process. He also had done the observation and enclosed the checklist in each meeting conducted. To strengthen the data, the researcher used quantitative data to support the findings. Those were worthy enough to be used as evidences of students' improvement in writing descriptive texts through mind mapping after conducting the research. The scoring which was done by the researcher and the collaborator were based on the scoring rubric of Jacobs et al.

Therefore, the tables below would present the mean scores of each aspect gained from the pre-test, the post-test of Cycle I and Cycle II.

### **1. Cycle I**

Based on the rubric, in Cycle I, the students have improved a bit in terms of five aspects. Firstly dealing with the content, the students were able to enhance their writing and to make it relevant to the topic although a few students still find it difficult. They started to get the ideas about what to write although their writings were still lacked of details and supporting information. Then secondly dealing with the organization, the students have increased their ability to produce a well-organized and cohesive text. The idea were stated and supported. The students started to be able to organize the ideas based on the generic structure of the text although it was still in a simple way.

Thirdly dealing with the vocabulary, the students started to be able to use correct and appropriate words. However, it is still difficult for many students to make it flawless. Sometimes, they still asked the teacher because they were reluctant to bring or to open the dictionary. The important thing is that their vocabulary mastery has improved. Fourthly dealing with the language use, many students were able to distinguish nouns, verbs and adjectives. They also had been able to use To be (*Is, Am, Are*) properly. However, they still lack of using the simple present correctly. Lastly dealing with mechanic, the students began to pay attention to the punctuation but sometimes wrongly used the capitalization. Sometimes, they still misspelled

the words as well. Some of them ignored paragraphing. Again, many students still found it difficult to correct all of their errors by themselves. In this case the researcher and the collaborator helped them to be aware of the errors they had done and corrected them together.

## **2. Cycle II**

In the post test of Cycle II, the improvement in teaching descriptive texts through mind mapping had been clearly seen. It was showed by students' score based on the rubric. The students have clearly improved in terms of five aspects. Firstly dealing with the content, the students were able to develop their writing adequately and relevant to the topic. The students could develop the idea into more complex one. They started to add some supported information in their writing. Then secondly dealing with the organization, the students were able to produce and to enhance a well-organized and cohesive text. Their writings were well written and well read. The idea were clearly sated and supported.

Thirdly dealing with the vocabulary, the students were able to use correct and appropriate words. Students' mastery of vocabulary had obviously improved. They were accustomed to open the dictionary to find words. Sometimes, they discussed with friends in choosing the appropriate words. Fourthly dealing with the language use, many students were able to distinguish nouns, verbs and adjectives. They also had been able to use To be (*Is, Am, Are*) properly. In addition, they were able to use the simple present tense appropriately. Lastly dealing with mechanic, the students were

able to use correct punctuation and capitalization well. They got used to put full stop in the end of sentences. Then, they were able to use capital letters appropriately. They always paid attention to the spelling of the words. Therefore, it was obvious that mind mapping is an accurate way to teach them English especially writing descriptive texts.

### 3. Students' Score

This part presents the discussion of the results of the students' score from the pre-test, the post-test of Cycle I and Cycle II. The following tables show the mean score in five aspects according to the rubric. It can be seen below:

**Table 6. The Mean Score in Five Aspects According to the Rubric**

<b>Criteria</b>	<b>Pre-test</b>	<b>Post-test Cycle1</b>	<b>Post-test Cycle 2</b>
Content	2.191	2.205	2.941
Organization	2.058	2.382	2.911
Vocabulary	1.970	2.338	2.691
Language Use	1.911	2.058	2.323
Mechanic	1.867	2.014	2.279

#### a. Content Aspect

The table above shows the mean score of the content aspect increased after the action during the implementation of mind mapping. The gain score

is 0.014 from the post-test of Cycle I and becomes 2.941 after conducting the post-test of Cycle II. The gain score is 0.750.

b. Organization Aspect

In the organization aspect, the students have improved in Cycle I and the gain score is 0.324. After conducting the post-test of Cycle II, the mean score becomes 2.911. Thus the gain score is 0.853.

c. Vocabulary Aspect

In the vocabulary aspect, the students also make some improvements. In the pre-test, the mean score is 1.970. After doing the action in the post-test of Cycle I, the mean score improves into 2.338. Then, it continues improving in the post-test of Cycle II. It becomes 2.691. The gain score obtained is 0.721.

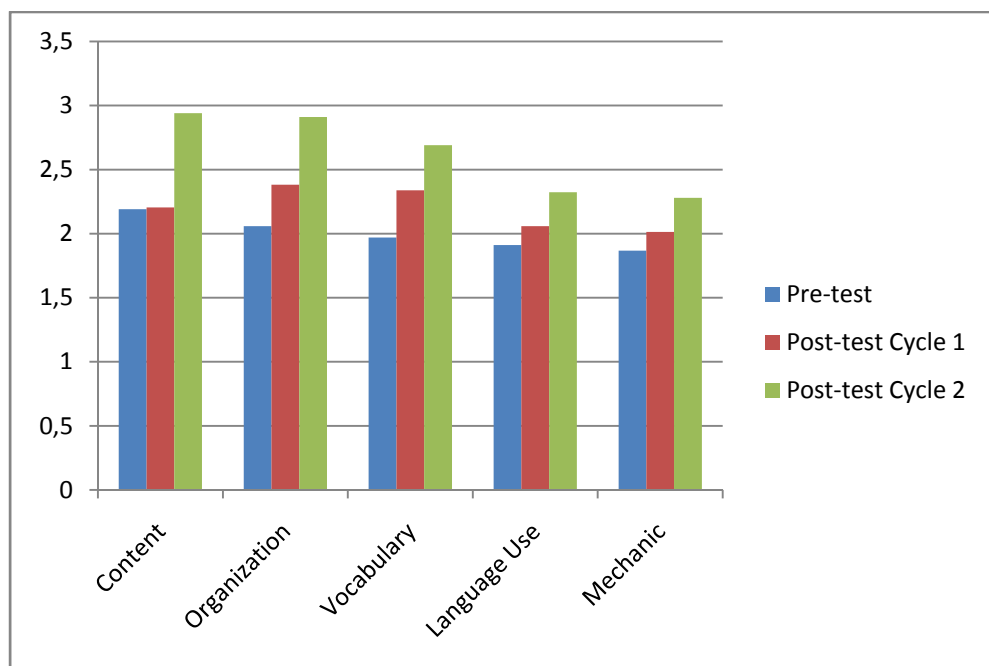
d. Language Use Aspect

The result of the mean score in the language use aspect presented in the table also shows a significant improvement. In the pre-test, the mean score is 1.911. It improves in the post-test of Cycle I in which the mean score is 2.058. Then, the mean score after conducting the post-test of Cycle II is 2.323. The gain score obtained is 0.412.

e. Mechanic Aspect

The table above presents the mean score in the mechanic aspect. The gain score of the post-test of Cycle I is 0.147. Then, after conducting the post-test of Cycle II, the mean score becomes 2.279. So the gain score is 0.412.

The overall improvements achieved by the students of 1<sup>st</sup> grade in SMP N 2 Gamping are presented in the chart below:



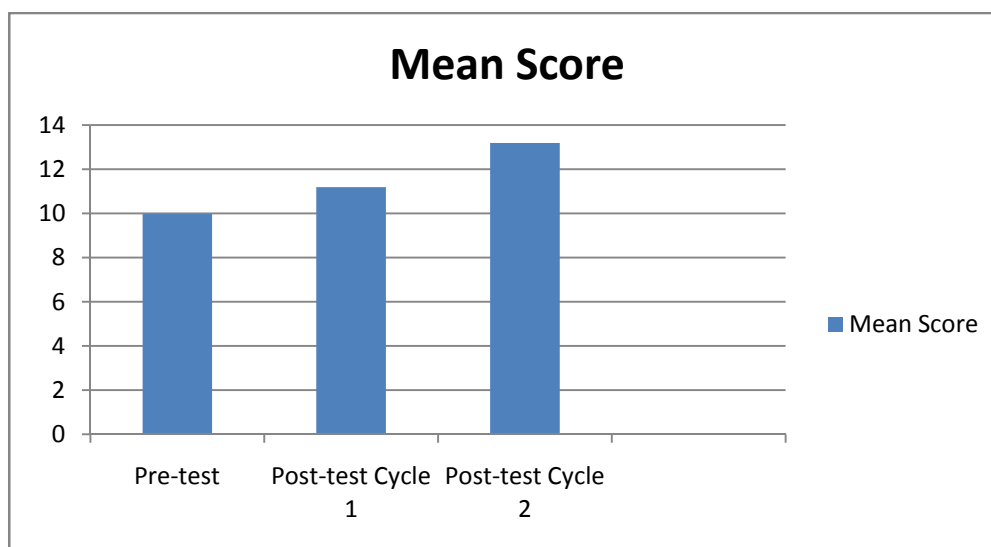
**Figure 2: The Students' Improvement Based on the Rubric in Five Aspects.**

The general finding of the students' improvement can be seen on the table below:

**Table 7. The Result of Students' Score**

Pre-test	Post-test of Cycle I	Post-test of Cycle II
9.970	11.191	13.191

The score are obtained from the accumulation of the students' score in all five aspects of writing according to the rubric. The mean score obtained in the pre-test is 9.970. It increases into 11.191 in the post-test of Cycle I. It becomes 13.191 in the post-test of Cycle II. Then, the gain score is 3.221. It can be seen in the chart below:



**Figure 3: The Mean Score of Students' Writing Test**

Based on the score above, the using of mind mapping in improving students' ability in writing descriptive texts has been implemented well. It can be seen from the score of the students which had been clearly improved during the teaching and learning process.

Using mind mapping technique in writing descriptive texts has obviously proved that students' ability in terms of rubric in five aspects including content, organization, vocabulary, language use, and mechanic has improved well during conducting the research.

With mind mapping also showed the students have clearly enjoyed the learning process during writing descriptive texts. They now have motivation to write because the unique way of mind mapping. Then, they also have variation technique in learning English especially in writing. Many students also have changed their habit in learning English that they were more paying much attention to the teacher's explanation and also prefer to do their tasks rather than playing or chatting with others.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

In this chapter, the researcher presents three parts. Those are conclusion, implication and suggestion. Each part is described as follows:

#### A. Conclusions

This belongs to Action Research that has been conducted in Grade VII E of SMPN 2 Gamping. The participants involved in this research are 34 students from VII E Class, the English teacher, the collaborator and the researcher himself.

The researcher acquired qualitative and quantitative data to strengthen the data dealing with the use of mind mapping in improving writing descriptive texts for the students. According to the data gathered and analyzed, the use of mind mapping was believed and regarded to be able to improve students' ability in writing descriptive texts. It also included their ability in generating and developing students' ideas for the topic, organizing the texts and the important thing is that the students have improved their mastery of vocabulary. The use of pictures and colors in mind mapping also attracted them to pay more attention and to focus on their lesson rather than doing something which distract their attention on the lesson such as playing, chatting and so on.

During Cycle I and Cycle II, teaching writing descriptive texts using mind mapping has successfully improved students' ability in terms of content, organization, vocabulary, language use and mechanic. In the beginning, the researcher found difficult to apply the technique in the class because the students

never used the technique before. However, the students started to get accustomed and enjoyed writing descriptive texts through mind mapping. The improvements also can be seen from the result of students' score in the post-test of Cycle I and Cycle II.

The students also showed positive responses towards the teaching and learning process during the implementation of mind mapping in the classroom. They followed the lesson with pleasure and even seemed enthusiastic in the process of teaching and learning. The use of mind mapping gave them opportunities to be free in using their imagination and creativity during writing descriptive texts. Even though it was a new way for them to learn English but they enjoyed it.

From the final score obtained, it showed the five aspect of the rubric have clearly improved during the teaching and learning process. The gain score obtained after conducting the research is 3.221. Thus, it was successful enough to be applied in the process of teaching learning to improve students' ability in writing descriptive texts.

## **B. Implications**

According to the conclusion above, the use of mind mapping helped the students in the writing process namely planning, drafting, editing and final version. Using mind mapping in teaching writing descriptive texts was also able to improve the students' ability including generating ideas, organizing the texts, mastering vocabularies, using language according to grammatical rules and the mechanics. In addition, the students were able to use their imagination and

creativity during their writing process. Furthermore, their motivation also increased and made them more focus on the lesson. It implied that mind mapping could be used to improve ability in writing descriptive texts for Grade VII E students of SMPN 2 Gamping.

### **C. Suggestions**

After conveying the conclusion and implication, the researcher has suggestion for English teacher, further researcher and the students.

#### **1. English Teacher**

Using mind mapping in writing process, it can help the English teachers to vary their way of teaching English to attract students' attention to the lesson.

#### **2. Further Researcher**

Further researcher are recommended to use mind mapping with different ways to see how far its effectiveness in improving writing ability. They can conduct the researches with other genre of texts.

#### **3. English Student**

Through mind mapping, the students can solve their difficulties in learning and writing descriptive texts. It also improves students' ability, motivation and attention.

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# APPENDICES

**APPENDIX A**  
**FIELD NOTES**

## FIELD NOTES

No. : FN.01  
Waktu : Kamis, 06-02-2014  
Keperluan : Observasi  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
S : Students

Pukul 08.00, R tiba di sekolah menunggu jam pergantian pelajaran ke 3 pada 08.10, yaitu Bahasa Inggris di depan kelas VII E. Kemudian ET datang dan memperkenalkan R dikelas. R kemudian duduk di belakang kelas untuk melakukan observasi selama pelajaran berlangsung. Awal pelajaran dibuka dengan doa. Selesai doa, ET mencoba mengukur kemampuan S untuk mendiskripsikan sesuatu karena memang sebelumnya mereka telah mempelajari *descriptive text*, seperti benda di kelas, teman mereka sendiri, namun kebanyakan S belum tahu cara mendiskripsikan sesuatu dengan tepat. Kebanyakan dari mereka masih sulit untuk mengubah kata-kata dalam bahasa Inggris. Mereka sering menanyakannya kepada ET. Bahkan beberapa siswa tidak menghiraukan tugas yang diberikan. Mereka lebih suka bermain dan ngobrol dengan teman sekelas. Namun bagaimanapun, ET tidak menghiraukan hal tersebut. Kemudian ET menanyakan PR kepada S yang sudah di tugaskan yaitu mencari dan menulis (*Writing*) beberapa *verb* beserta artinya dari sebuah teks. Namun banyak siswa yang tidak mengerjakannya. Kemudian ET menyuruh mereka untuk mengerjakannya dikelas. Berhubung suasana agak ramai, ET kemudian menyuruh mereka untuk bekerja kelompok (empat orang) untuk meneruskan pekerjaan tersebut karena setelah di cek, ternyata ada dua anak yang tidak mengerjakan PR-nya. ET memberi waktu 10 menit untuk menyelesaikan tugas tersebut. Setelah itu, ET meminta perwakilan kelompok menuliskan *verb* beserta artinya di papan tulis. Hasilnya ada beberapa kelompok yang sudah bisa mengenali *verbs*. Namun banyak juga kelompok yang belum dapat mengenali *verb* karena di papan tulis mereka menulis *noun* atau bahkan *adjective*. Setelah di koreksi bersama dengan pekerjaan siswa kemudian ET menutup pelajaran dengan doa. Setelah pelajaran berakhir, R kemudian meminta waktu kepada ET untuk wawancara mengenai permasalahan yang ada dikelas tersebut khususnya tentang *writing* dalam *descriptive text*.

No. : FN.02  
Waktu : Jumat, 07-02-2014  
Keperluan : Meminta Ijin Penelitian  
Tempat : Ruang Kepala Sekolah SMP N 2 GAMPING

R : Researcher (Peneliti)  
H : Headmaster (Kepala Sekolah)  
ET : English Teacher  
C : Collaborator (Kolaborator)

R dan C datang ke sekolah pukul 08.10, dan langsung menuju ke ruang H untuk keperluan meminta ijin penelitian di kelas VII E. R dan C menunggu di ruang kepala sekolah sekitar 10 menit karena H sedang mengajar di kelas IX D. Saat menunggu di ruang H, kebetulan ada ET yang menemani sembari menunggu datangnya H. Setelah H datang, sesuai dengan tujuan semula, R mengutarakan maksud untuk meminta ijin penelitian di kelas VII E yang akan dimulai bulan Maret sampai selesai dengan Pak Didik sebagai ET. H senang dan merasa terbantu karena hal itu bisa meningkatkan pembelajaran dan kemampuan bahasa Inggris para siswa karena H juga mengetahui bahwa kualitas bahasa Inggris masih sangat kurang. H menyarankan agar R meminta surat pengantar kepada Pak Heru sebagai Wakasiswa. Setelah membicarakan hal tersebut dan mendapatkan respon yang baik, kemudian R dan C meminta ijin pulang dan berpamitan dengan H dan ET.

No. : FN.03  
Waktu : Sabtu, 08-02-2014  
Keperluan : Diskusi dengan Guru Bahasa Inggris (ET)  
Tempat : Ruang Guru SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)

R dan C tiba di sekolah pukul 07.49, sembari menunggu ET selesai mengajar kelas VIII A. Pukul 08.10, R dan C menemui ET di kantor guru untuk meminta ijin waktu wawancara dan berdiskusi mengenai masalah menulis (*Writing*) yang menjadi kendala siswa kelas VII E dan juga mengenai kondisi kelas selama proses belajar mengajar. Setelah selesai berdiskusi, R meminta jadwal kelas pelajaran bahasa Inggris kelas VII E yang nantinya akan di jadikan panduan penentuan waktu dalam mengajar selama proses penelitian. Setelah mendapatkan semua informasi yang dibutuhkan, R dan C meminta ijin pulang untuk mengolah data yang telah diperoleh dan mempersiapkan materi-materi untuk bahan penelitian nantinya.

No. : FN.04  
Waktu : Selasa, 18-03-2014  
Keperluan : Melaksanakan Cycle I (1<sup>st</sup> meeting & Pre-Test)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

R dan C datang ke sekolah 9.50, pagi (jam istirahat pertama). R dan C langsung menuju ke kelas kantor guru untuk menemui Pak Didik ( ET) dan mengkonfirmasi untuk meminta ijin bahwa R akan melaksanakan pertemuan pertama (*Cycle 1 & Pre test*) jam ke 5-6 di kelas VII E. Jam 9.55, R menunggu di depan kelas VII E sampai masuk jam ke 5. Jam 10.00, R masuk beserta anak-anak kelas VII E untuk memulai pelajaran. R memulai dengan menyapa siswa kelas VII E dan berdoa terlebih dahulu sebelum memulai pelajaran. R mengabsen semua siswa dan memastikan siswa siap menerima pelajaran yang akan di berikan. Pertama-tama R bertanya kepada para siswa tentang *descriptive text* termasuk *social purpose*, *generic structure* dan *language feature*. R berkeliling dan menunggu satu orang untuk menjawab namun tak satupun dari mereka bisa menjawabnya. Mereka hanya diam saja dan menunggu R berbicara. Akhirnya R menerangkan sekilas tentang *descriptive text* dan memberi contoh teks deskriptif. Setelah itu R bertanya tentang *mind mapping*. Kenyataannya, itu adalah pertama mereka mengetahui teknik tersebut. Namun saat R memperkenalkan *mind mapping* kepada para siswa, mereka terlihat ingin tahu dan tertarik kepada teknik *mind mapping* tersebut. Kemudian ada beberapa siswa yang mengatakan bahwa mereka sangat suka hal yang berbau dengan gambar atau warna karena ternyata mereka menyukai menggambar. Kemudian R mengatakan mereka akan mulai menggunakan *mind mapping* dan menggambar pada pertemuan berikutnya. Setelah itu siswa di minta untuk membuat teks deskriptif sebagai bahan untuk Pre-Test. Saat Pre-Test tersebut, banyak siswa terlihat kebingungan. Mereka bahkan sering bertanya tentang *vocabulary* kepada R karena tidak tahu artinya. Mereka juga belum dapat membedakan *noun*, *verb* atau *adjective*. Mereka juga tidak tahu cara bagaimana membuat kalimat yang benar menurut aturan grammar, seperti penggunaan *To be (is, am dan are)* dan *has/have*. Mereka juga tidak dapat menggunakan Simple present Tense dengan benar. Dan tentang *punctuations*, mereka juga masih membuat banyak kesalahan seperti mereka tidak dapat menggunakan *capital letters* dan *comma* dengan benar. Saat waktu menunjukkan pukul 11.20, R mengumpulkan semua pekerjaan siswa dan menutup pelajaran dengan me-review singkat pelajaran yang telah diajarkan dan kemudian berdoa. Setelah keluar dari kelas, R menemui ET untuk meminta ijin pulang dan selanjutnya mengolah data Pre-Test yang diperoleh.

No. : FN.05  
Waktu : Senin, 14-04-2014  
Keperluan : Melaksanakan Cycle I (2<sup>nd</sup> meeting)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

R dan C tiba di sekolah pada pukul 6.50, dikarenakan hari tersebut tidak ada upacara seperti biasanya. Kemudian R dan C ke kantor guru untuk menemui ET dan meminta izin ke kelas untuk melakukan penelitian peretemuan kedua. Jam 7.01, R dan C masuk ke kelas. R kemudian menyapa, berdoa dan kemudian mengabsen para siswa. Di hari itu siswa di ajarkan untuk dapat membuat kalimat yang menggunakan *To be (is, am dan are)* dan juga penggunaan *has/have* karena ternyata seperti saat melakukan observasi, banyak siswa yang belum dapat menggunakan kata tersebut dengan benar. Oleh karena itu R mengajarkan cara yang menarik agar mudah mengingat penggunaannya. R mengatakan “Kalau kalian pengen mudah mengingat penggunaan *To be (is, am and are)* dan *has/have*. Kalian gak usah bingung, ini kakak ada cara biar kalian gampang ingetnya. Pokoknya inget artis Indonesia Ayu Dewi. Taukan? Nah Ayu Dewi itu adalah singkatan *I, You, They, dan We*. Nah, A-nya untuk *am*, dan Yu Dewi-nya untuk *are*. Terus yang satunya Sihit. Kalo itu singkatan dari *She, He, dan It*. Sihit digunakan untuk *is*. Jadi, inget itu aja nanti gampang cara menyesuaikan sama *To be*-nya. Gampang kan? Kemudian ada salah seorang siswa yang berkata “Oh, gitu ya kak, lha kalo yang penggunaan *has/have* sama juga gak kak?” Kemudian R menjawab “Nah, kalo yang itu malah lebih simple. Jadi Ayu Dewi untuk *have* dan Sihit untuk *has*. Jadi, *I, You, They dan We* untuk *have*. Kemudian *She, He and It* untuk *has*. Gimana mengerti kan sekarang? Jadi kalian ingetnya akan lebih mudah”. Kenyataannya, mereka sangat tertarik dengan cara tersebut dan paham dalam menggunakannya. Hasilnya, sebagian besar dari mereka dapat menggunakan rumus tersebut dengan baik dalam membuat kalimat. Walau bagaimanapun beberapa dari mereka harus di bantu oleh R. Berlanjut ke tugas berikutnya, karena Tema hari itu adalah *House*, para siswa di ajarkan membuat mind map tentang rumah. Setelah siswa paham akan penggunaan *To be* dan *has/have* serta cara membuat mind map tentang rumah. Kemudian siswa diminta untuk membuat mind map tentang rumah mereka masing-masing dengan di bimbing oleh R. jam 08.15, semua tugas para siswa dikumpulkan dan kemudian R melakukan refleksi tentang apa yang sudah dipelajari dengan para siswa. Sebelum meninggalkan kelas, R meminta waktu beberapa siswa untuk wawancara mengenai pelaksanaan pelajaran dikelas. Jam 08.24, R dan C menemui ET untuk wawancara terkait pelaksanaan penelitian yang sudah memasuki pertemuan kedua. Kemudian setelah selesai R dan C meminta izin pulang untuk mengolah data yang diperoleh.

No. : FN.06  
Waktu : Senin, 21-04-2014  
Keperluan : Melaksanakan Cycle I (3<sup>rd</sup> meeting)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

Jam 07.10, R dan C tiba di sekolah saat siswa dan guru sedang upacara rutin hari senin. R dan C menunggu di kelas VII E dan mempersiapkan bahan sembari menunggu selesainya upacara. Jam 07.40, siswa dan guru selesai upacara dan siswa kelas VII E mulai memasuki kelas. Jam 07.50, R memulai pelajaran dengan berdoa terlebih dahulu dan kemudian mengabsen siswa. Di pertemuan ketiga ini, siswa kembali di jelaskan tentang teks deskriptif dan juga teknik *mind mapping* untuk memperdalam pengetahuan mereka tentang hal tersebut. Di hari itu adalah bertemakan tentang "School". Jadi nantinya siswa untuk membuat teks beserta *mind mapping*nya. Setelah itu R memberi tugas kepada siswa untuk mengisi sebuah teks dengan *auxiliary* yang benar seperti yang telah diajarkan. R berkeliling untuk mengecek pekerjaan para siswa. Mereka terlihat sangat serius. Bahkan tidak ada yang berbicara atau ngobrol dengan teman lainnya seperti biasanya. Hasilnya, mereka mengerjakan tugas dengan lebih cepat dari biasanya. Lagipula, saat pekerjaan mereka di cek, banyak jawaban mereka yang benar. Itu menunjukkan jika kemampuan mereka tentang penggunaan *auxiliary* telah meningkat. Setelah itu, siswa di minta untuk membuat *mind mapping* tentang teks bertema "My Speroga" tersebut. Saat mengerjakan *mind mapping*, banyak siswa yang belum mengerti bagaimana langkah-langkah membuatnya, namun akhirnya siswa menikmati dan menyukai cara membuat *mind mapping* yang relatif lebih mudah dan menyenangkan. Kemudian di tugas terakhir, R meminta para siswa untuk membuat paragraf tentang *mind mapping* yang mereka buat. Ketika R berkeliling dan mengecek pekerjaan para siswa, R terkejut mengetahui bahwa banyak siswa yang belum dapat menggunakan Simple Present Tense. Contohnya ketika mereka ingin membuat kalimat negatif, mereka tidak tahu cara menggunakan "Not" yang benar. Mereka juga belum tahu penggunaan "Capitalization". Contohnya mereka tidak tahu kapan harus menggunakan huruf besar. Mereka juga bermasalah dengan "Word Spelling" seperti menulis "Flor" yang seharusnya "Floor". Mereka tidak menggunakan huruf besar dengan baik seperti meletakkannya di tengah-tengah kalimat. Hasilnya masih banyak kesalahan dalam hal tersebut. Setelah waktu menunjukkan waktu 08.55, R mengumpulkan tugas para siswa dan melaukan review kemudian menutup pelajaran dengan berdoa. Setelah selseai pelajaran, R dan C menemui ET untuk meminta ijin pulang dan mengolah data yang telah diperoleh pada pertemuan ketiga ini.

No. : FN.07  
Waktu : Selasa, 22-04-2014  
Keperluan : Diskusi dengan Guru Bahasa Inggris (ET)  
Tempat : Ruang Guru SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)

R dan C tiba di sekolah pukul 09.46, untuk menemui ET di kantor guru. R melaporkan kegiatan yang telah dilakukan selama Cycle I kepada ET. R juga menceritakan kendala-kendala yang dialami selama proses penelitian. Setelah membahas masalah dan kendala yang terjadi selama proses penelitian saat Cycle I, R kemudian meminta saran untuk proses Cycle II ke depan yang nantinya akan dibuat menjadi patokan dalam membuat RPP untuk mengajar di kelas. Selain memberi saran agar proses Cycle II berjalan lancar, ET juga memberi contoh-contoh RPP sebagai referensi nantinya. Setelah mendapatkan semua informasi yang dibutuhkan, R dan C meminta izin pulang untuk mempersiapkan materi-materi Cycle II.

No. : FN.08  
Waktu : Senin, 12-05-2014  
Keperluan : Melaksanakan Cycle II (1<sup>st</sup> meeting)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

R dan C tiba di sekolah 07.09, Seperti biasanya, hari senin para guru dan siswa melaksanakan upacara rutin. R dan C menunggu di kelas sambil menyiapkan bahan ajar. Jam 07.22, upacara selesai dan para siswa memasuki ruang kelas. Kemudian R memulai pelajaran dengan menyapa, berdoa dan mengabsen para siswa. Saat itu ET datang ke kelas untuk memastikan pelaksanaan penelitian berjalan dengan lancar. Tema hari itu adalah artis-artis Indonesia. Siswa seperti biasanya di ingatkan tentang pokok-pokok dalam membuat teks deskriptif terlebih lagi dengan menggunakan teknik mind mapping. Hari itu siswa juga diajarkan cara membuat kalimat-kalimat Present Tense yang benar dan tepat dalam bentuk positif maupun negatif. Ketika R meminta untuk membuat kalimat positif dari Simple Present, mereka kesulitan dalam membuatnya. Terlebih lagi dalam penggunaan *s/es* dalam verb yang benar. Setelah itu, R meminta mereka kembali mengingat tentang pelajaran penggunaan *auxiliary*,

yaitu tentang Ayu Dewi (*I, You, They and We*) dan Sihit (*She, He and it*). R menjelaskan bahwa harus menggunakan *s/es* pada Sihit dan tidak menggunakannya pada Ayu Dewi. R juga menambahkan penjelasan tentang kalimat negative, para siswa harus menggunakan *do* untuk Ayu Dewi dan *does* untuk Sihit. Hasilnya, mereka dapat membuat kalimat-kalimat dengan tepat. Walau bagaimanapun, ada beberapa dari siswa harus dibimbing untuk membuatnya dengan benar. Dalam latihan siswa diberikan stimulus yakni gambar-gambar artis Indonesia kemudian mereka di minta untuk mencocokkan kalimat-kalimat yang benar menurut gambar yang ada. Setelah itu siswa diminta untuk mengerjakan sebuah teks yang belum selesai dimana para siswa diharuskan untuk melanjutkan teks tersebut sesuai ide masing-masing. R ingin agar para siswa terbiasa dalam membuat kalimat-kalimat dalam sebuah teks. Teks tersebut bertema “Ahmad Dhani”. R berharap dengan judul itu para siswa lebih mudah untuk mengembangkannya karena mereka mengenal dan tidak asing lagi dengan artis tersebut. Saat waktu menunjukkan pukul 08.59, tanda bahwa pelajaran bahasa Inggris sudah berakhir, R menutup pelajaran dengan doa setelah melakukan sedikit refleksi tentang apa yang telah dipelajari hari itu bersama-sama para siswa. R dan C kemudian menemui ET untuk ijin pulang dan mengolah data yang diperoleh.

No. : FN.09  
Waktu : Senin, 19-05-2014  
Keperluan : Melaksanakan Cycle II (2<sup>nd</sup> meeting)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

Senin pukul 07.13, R dan C tiba di sekolah. Para guru dan siswa melaksanakan upacara rutin hari senin. R dan C memasuki ruang kelas VII E untuk mempersiapkan bahan ajar sembari menunggu upacara selesai. Jam 07.23, upacara selesai dan para siswa memasuki ruang kelas. Berhubung hari itu cuaca sangat panas, siswa meminta istirahat sejenak di kelas. R memulai pelajaran pukul 07.30. ET datang ke kelas untuk memastikan penelitian berjalan lancar. R membuka dengan sapa, berdoa dan mengabsen para siswa. Tema hari itu adalah “Favorite person”. Jadi masih sedikit terkait dengan tema minggu sebelumnya, hanya saja cakupannya sedikit lebih luas karena kali ini mencakup semua artis atau orang terkenal di seluruh dunia. Seperti biasa siswa di ingatkan cara membuat teks deskriptif yang benar khususnya menggunakan teknik *mind mapping*. R ingin memastikan bahwa para siswa sudah menguasai penggunaan *To be, has/have* dan juga Present Tense dengan baik dan benar. Untuk Simple Present tense sendiri, di pertemuan terakhir ini, R telah menyiapkan materi tentang bentuk Interogatif atau kalimat tanya, karena sebelumnya

para siswa telah di ajarkan tentang bentuk positif dan negatif. Setelah di ajarkan bentuk Simple present tense termasuk Positif, negatif dan juga Introgatif, R meminta para siswa untuk membuat kalimat-kalimat negatif dan introgatif berdasarkan kalimat positif yang telah tersedia. Selama aktivitas ini, beberapa dari siswa masih kebingungan dalam penggunaan *do/does* dengan tepat. Kemudian R mengingatkan mereka seperti pertemuan sebelumnya, cara untuk mudah mengingatnya dengan menggunakan Ayu Dewi dan Sihit. Ternyata cara tersebut sangat membantu mereka. Setelah itu R memberikan teks yang belum lengkap. Tugas para siswa adalah untuk memilih jawaban yang telah tersedia di kolom jawaban untuk di letakkan di teks yang belum lengkap tersebut. R ingin mengecek sekali lagi kemampuan mereka membedakan *noun*, *verb*, dan *adjective* serta seberapa jauh mereka telah menguasai vocab. Di tugas selanjutnya, siswa diminta untuk mencocokkan kolom A yang berisi nama-nama artis dan Kolom B yang berisi pekerjaannya. Hal itu untuk stimulus para siswa agar lebih fokus dengan Tema pada hari tersebut. Dalam tugas terakhir yang masih berhubungan dengan tugas sebelumnya, siswa diminta untuk memilih salah satu artis yang ada dikolom untuk di buat mind mapping-nya dengan serta memberikan alasannya kenapa memilih artis tersebut. Disini siswa hanya difokuskan untuk membuat mind mapping saja tanpa ditugaskan untuk membuat teksnya dengan tujuan agar siswa semakin terbiasa dalam membuat mind mapping. R memintanya untuk mengerjakan secara berpasangan agar mereka bisa saling berdiskusi satu sama lain. Banyak siswa yang nampak antusias saat mereka diberikan kesempatan untuk berdiskusi tentang para favoritnya. Mereka terkadang juga bertanya para R untuk mengubah kata yang di anggap sulit ke dalam bahasa inggris. Namun R meminta mereka untuk terlebih dahulu mencari artinya lewat kamus. Saat itu, kelas sedikit bising karena mereka harus berdiskusi dengan teman yang lainnya. Namun begitu, mereka menikmati proses pembelajaran dalam membuat mind mapping. Waktu menunjukkan pukul 08.50 dan semua tugas dikumpulkan. R seperti biasa sebelum menutup pelajaran, melakukan refleksi tentang apa yang sudah di pelajari kemudian menutup dengan salam. Pukul 09.02, R dan C menemui ET untuk meminta ijin pulang dan mengolah data.

No. : FN.10  
Waktu : Kamis, 22-05-2014  
Keperluan : Melaksanakan Post-Test (Cycle II)  
Tempat : Kelas VII E SMP N 2 GAMPING

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator (Kolaborator)  
S : Students

R dan C tiba di sekolah pukul 08.05. Di hari kamis itu merupakan hari terakhir

penelitian yakni dengan melakukan Post-Test dan Pelajaran Bahasa Inggris mulai pukul 08.20. R dan C menemui ET di kantor dan meminta ijin memasuki kelas untuk melaksanakan penelitian. Karena sebelumnya juga sudah diberitahukan pada siswa bahwa hari itu adalah hari terakhir penelitian dan juga sekaligus melaksanakan Post-Test penelitian, jadi siswa sudah siap di kelas untuk mengerjakan tugas yang akan diberikan. Kendati masih ada beberapa siswa yang masih diluar, namun R meminta mereka untuk masuk ke kelas terlebih dahulu. Pukul 08.24, R memberitahukan tugas Post-Test pada para siswa kelas VII E yaitu membuat teks deskriptif dengan teknik mind mapping seperti yang sudah di ajarkan pada pertemuan-pertemuan sebelumnya. Sebenarnya R memberikan kebebasan untuk para siswa membuat teks dengan tema bebas. Namun setelah berdiskusi akhirnya para siswa lebih memilih untuk mendeskripsikan idola-idola mereka karena memang mereka sangat antusias jika berdiskusi tentang tema "Idol". Siswa diberikan waktu sekitar satu jam untuk membuat mind map dan deskriptif teksnya. Selama aktivitas ini, mereka terlihat sangat antusias dan merasa senang dengan tugas yang diberikan. Banyak dari mereka bahkan terlihat sangat serius. Mereka terlihat sudah terbiasa untuk menulis dan membuat mind mapping-nya. Hanya sedikit dari mereka yang masih bertanya tentang kata-kata yang mereka tidak tahu. Akhirnya R membantu mereka. Pukul 09.31, semua siswa sudah selesai mengerjakan tugas yang diberikan. Masih tersisa waktu sekitar 10 menit, R menggunakan waktu tersebut untuk melakukan refleksi dan sekaligus wawancara dengan para siswa mengenai pelaksanaan penelitian yang telah dilakukan. Pukul 09.41, bel berbunyi, R menutup kelas dengan salam. R dan C menuju perpustakaan untuk menemui ET terkait penelitian yang telah dilaksanakan dengan baik sekaligus wawancara dengan ET mengenai pelaksanaannya. Setelah selesai, R dan C kemudian pamit pulang untuk kemudian mengolah data yang telah seluruhnya terkumpul.

**APPENDIX B**  
**INTERVIEW GUIDELINES**

## INTERVIEW GUIDELINES

### Interview Guidelines for the Teacher

#### A. Before Implementation

Here, I would like to ask you a few questions dealing with my research which is about mind mapping technique that I will use in improving students' ability in writing descriptive texts. I also would like to know anything dealing with your English classroom before doing my research. The following are some questions:

1.	What kind activities do you usually use in writing activities?
2.	Do you ever explain about the step of writing?
3.	How do you explain the materials to the students?
4.	How is about the writing ability of the students?
5.	Do the students have a motivation to write?
6.	What are the difficulties that students have in writing?
7.	Do you ever use the mind mapping technique before?

## INTERVIEW GUIDELINES

### Interview Guidelines for the Teacher

#### B. After Implementation

Now, I would like you to answer some questions which I have prepared after conducting my research in the class. I would like to measure how far the improvement of the students after implementing the technique. In addition, it will be useful to improve any weaknesses and try to make it better in the next meetings. These are the questions:

1.	How is your opinion about teaching using the mind mapping?
2.	What are the advantages of mind mapping to help the students' ability in writing?
3.	How is your opinion about the students' response with the mind mapping?
4.	Do the students already have motivation to write?
5.	Is there any improvement about the students' ability in writing?
6.	What aspects which should be improved in the next meeting?

## INTERVIEW GUIDELINES

### Interview Guidelines for the Students

#### A. Before Implementation

Disini, saya akan menginterview kalian dengan beberapa pertanyaan yang berhubungan dengan teknik Mind Mapping yang akan saya gunakan di dalam mengajar nanti. Ini berhubungan dengan kemampuan bahasa inggris kalian khususnya dalam hal menulis. Berikut pertanyaannya:

1.	Kegiatan apa yang di berikan oleh guru saat aktivitas menulis bahasa inggris?
2.	Bagaimana menurutmu mengenai cara penyampaian guru bahasa inggris kalian?
3.	Apakah proses belajar mengajar bahasa inggrisnya menyenangkan?
4.	Kesulitan-kesulitan apa yang kalian temui saat menulis bahasa inggris?
5.	Apakah guru bahasa inggrismu pernah menggunakan Mind Mapping?

## INTERVIEW GUIDELINES

### Interview Guidelines for the Students

#### B. After Implementation

Disini saya akan menginterivew kalian dan menanyakan pendapat kalian setelah proses belajar mengajar yang saya gunakan yaitu menggunakan Mind Mapping di kelas bahasa inggris. Berikut pertanyaannya:

1.	Apakah kegiatan belajar mengajarnya tadi dapat di ikuti dengan baik?
2.	Apa kesulitan-kesulitan yang di temui saat aktivitas <i>writing</i> tadi?
3.	Bagaimana cara penyampaiannya? Apakah sudah cukup jelas atau belum?
4.	Apakah aktivitas-aktivitas yang digunakan tadi cukup menyenangkan?
5.	Apakah menurutmu menggunakan Mind Mapping itu menarik?
6.	Apakah Mind Mapping membantumu dalam menulis?

**APPENDIX C**  
**INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPTS

(Interview transcript 1)

Waktu : Kamis, 06-02-2014

Keperluan : Interview dengan English Teacher

Tempat : Kelas 7E SMP N 2 GAMPING

R : Researcher (Peneliti)

ET : English Teacher

R : Saya mau menanyakan kendala dari siswa kelas VII E ini untuk aktivitas *writing*?

ET : Kendalanya adalah mereka masih lemah kosa kata, belum terbiasa menulis bahasa inggris.

R : Untuk motivasi anak anak apakah masih lemah dalam hal menulis (*Writing*)?

ET : Iya, biasanya di bantu dengan gambar mas. Mungkin kalo ada gambarnya, itu bisa menarik dan mereka juga bisa memiliki kosakata baru dengan mudah. Iya, dengan media gambar itu lebih tertarik mereka.

R : Untuk kebiasaan siswa ketika sedang menulis (*Writing*), apakah mereka malah bermain sendiri, tidak memperhatikan, mengganggu teman-temannya atau tetap bisa fokus?

ET : Kalau anak-anak itu cenderung bermain, tapi kalau kita arahkan ke kerja kelompok. Jadi, kerja kelompok itu lebih menarik buat mereka dari pada kayak yang dulu seperti model ceramah, anak tidak mempunyai kesempatan beraktivitas apalagi untuk *writing* sendiri. Itukan skill ya Mas, jadi kalau dibuatkan kerja kelompok itu malah lebih tertarik.

R : Berarti anak anak itu suka kerja kelompok ya pak?

ET : Kerja kelompok itu hanya strategi belajar mas. Kan ada yang model ceramah, nah, kalo yang ini kan kerja kelompok. Kan dengan kerja kelompok itu anak-anak bisa jadi aktif. Nah, kalo anak-anak sudah bisa aktif jadi nantinya mereka bisa lebih mudah memahami atau tanya teman sekelompoknya kalo mereka tidak mengerti.

R : Untuk aktivitas menulis (*Writing*) biasanya apa yang bapak gunakan dalam kelas?

ET : Biasanya tugas di rumah dan tugas individu, *tapi waktune ora cukup e Mas mau. 40 menit, tadi saya datange terlambat. Saya dari kelas 9 tadi, efektif e meng 30 menit to ki mau. Dadi yo waktune oyak oyakkan.*

R : Untuk anak kelas satu sendiri, sudah di ajari untuk membuat kalimat atau belum ya pak?

ET : Kalimat sederhana, ya Simple Present. Sementara Simple Present sama *descriptive text*. Polanya Simple Present dan kalimatnya masih sederhana, belum sampai kalimat kompleks kayak ada anak kalimatnya, itu belum.

R : Kalau kita ngasih tugas atau PR, kemudian hari berikutnya ingin mengoreksi. Eh, ternyata ada anak yang masih belum mengerjakan? Apakah kadang seperti itu Pak?

ET : Itu ada, tak cek keliling tadi ternyata ada dua anak si Asfi sama Sahrul. Nanti dalam catatan saya ada, apakah mereka mengerjakan atau tidak. Kalau masalah hasilnya kan biasanya kita bahas. Nanti untuk bahannya, ya itu sebagai bahan pembelajaran hari ini. Jadi dari materi PR anak, terus dikembangkan dan diperdalam dengan mencari arti dengan mengenali *verb* kalau yang tadi. Tapi tadi beberapa kelompok malah ada yang jawab *noun* tapi ya gak papa Mas, itu kan proses.

R : Berarti *writing*-nya kebanyakan di kelas nggeh pak dan jarang dilab gitu?

ET : Kalau di lab itu biasanya *listening* sama *speaking*, kalau *writing* dikelas. Mungkin besuk kalau uda kelas dua atau tiga bisa diluar kelas karena yang konteknya kehidupan sehari-hari kayak buat surat, email, shopping list atau notice-notice gitu. Itu materinya masih nanti kalo mereka sudah kelas dua atau tiga.

R : Kalau untuk kelas satu sendiri itu masih tentang *descriptive text* saja pak?

ET : He'em... descriptif. Kelas satu *descriptive text*. Kelas dua itu *descriptive text* dan *recount* dan kelas tiga itu *narrative* sama *report*.

R : Oh nggeh Pak sebelumnya makasi banyak atas waktunya ini. Saya sama Mbak Evi ini mau pamit Pak.

ET : Oh iya mas gak papa, nanti kalo ada apa-apa selama proses penelitian, bilang aja sama saya nanti saya bantu.

R : Iya Pak, makasi nggeh Pak.

(Interview transcript 2)

Waktu : Kamis, 06-02-2014  
Keperluan : Interview dengan siswa  
Tempat : Kelas 7E SMP N 2 GAMPING

R : Researcher (Peneliti)

Hendra: Student1

R : Hendra, Kakak mau minta waktunya bentar ini buat tanya-tanya, bisa?

Hendra: Bisa dong Kak...mau tanya apa?

R : Iya ni Kakak mau ngadain penelitian di kelasmu, jadi mau tanya soal cara ngajar Pak Didik dan sebagainya.

Hendra: Ohh, oke.

R : Gimana menurutmu pembelajaran di kelasmu selama di ajar Pak Didik?

Hendra: Ahh, ya gitu Kak...rame terus kalo di kelas...kadang aku ya gak konsen. Kalo pak didik ya gitu, sebenere enak kadang mboseenin. Jangan bilang lho

R : (Haha) tenang aja. Pelajarannya sekarang sudah nyampe mana to?

Hendra: Emmm.....*sek-sek*....kalo gak salah deskriptif teks, yang menjelaskan menjelaskan itu lho Kak.

R : Iya itu namanya deskriptif teks kok.bener kamu.

Hendra: (Haha) yah...itu lah pokoknya. Tadi abis di ajarin bedain *verb* gitu.

R : Ohh...iya tadi kakak observasi, banyak ternyata yang gak tau tentang *verb*?

Hendra: Iya emang temen-temen tu ya gitu.

R : Oalah... emang sekelas yang paling pinter bahasa inggris siapa? Yang kemarin nilai tesnya paling bagus?

Hendra: Aku sama Narita.

R : (Haha) Wah, bagus. Pertahankan ya!

Hendra: Siap kak.

R : Kamu tahu *mind mapping*?

Hendra: Hah? Makanan apa itu Kak??

R : Hei! Ini bukan makanan, sejenis cara mengajar to ya... kamu ini.

Hendra: (Haha) bercanda kak, gak tau aku. Baru denger ini malah. Kayak gimana to?

R : Ohh, Pas kalo gitu. (haha) iya ini penelitian Kakak itu tentang *mind mapping*, pokonya nanti isinya gambar-gambar dan *have fun* di kelas. Tenang aja (haha) gak cuma nulis-nulis aja.

Hendra: (Haha) Berarti bawa makanan?

R : (Haha) Ya gak harus to ya. Ya kalo Kakak ada uang nanti kalian tak traktir.

Hendra: Hahaha, asyik.

R : Wah... ya uda, segitu aja dulu ya.

Hendra: Oke, Kak.

(Interview transcript 3)

R : Researcher

Desya : Student2

R : Desya, Kak harsul boleh minta waktunya bentar?

Desya : Iya Kak boleh kok. Ada apa?

R : Mau tanya-tanya soal kelas bahasa inggrisnya kamu.

Desya : Oh, iya.

R : Kan Kakak mau ngadain penelitian nanti di kelas kamu nanti. Jadi ya tanya-tanya dulu tentang cara ngajarnya pak didik di kelas.

Desya : Wah, Kakak mau ngajar di kelas lagi?

R : Iya, tapi cuma beberapa pertemuan aja lho...

Desya : Asyikk...hehe.

R : Jadi gimana menurutmu kalo pas Pak Didik ngajar?

Desya : Ahh...gak dong kak...gak suka bahasa inggris si... Jarang merhatiin (hihi).

R : Lho...ya gak boleh gitu to ya.... Makane itu yang buat kamu gak bisa-bisa bahasa inggris.

Desya : Lha abis susah e Kak....

R : Susahnya dimana emang?  
 Desya : Itu lho kak...banyak yang gak tau artinya....  
 R : Ohh iya...tadi juga di ajarain tentang *verb* kan... masih ingat apa itu *verb*, hayo?  
 Desya : Emmm... Apa ya... yang kayak *go* terus *study* gitu kan?  
 R : Iya, itu namanya *verb*, tapi tau gak apa itu *verb*?  
 Desya : Apa ya... gak tau Kak.... Kata kerja bukan?  
 R : Nah, itu tau. Iya *verb* itu kata kerja. Kalo *descriptive text* tau, Desy?  
 Desya : Ya... itu ....haha, gak tau kak.  
 R : Haha, itu teks yang menggambarkan atau menjelaskan sesuatu. Makane kalo di ajarain Pak Didik di perhatiin ya.  
 Desya : Emm, iya. Tapi ya tetep aja susah tu ngapalin kata-katanya bahasa inggris.  
 R : Iya, nanti kakak akan mengajar dikelasmu menggunakan *mind mapping* Desy.  
 Desya : Hah? Apa itu kak?  
 R : Ya pokoknya nanti ada gambarnya... Ada mewarnai.... Lha suka gambar gak kamu? Atau mewarnai??  
 Desya : Suka ka...wah...asyiik ntar.  
 R : Ya uda, Kakak tak pulang dulu ya, mau ke kampus.  
 Desya : Ok Kak ati-ati.

(Interview transcript 4)

R : Researcher (Peneliti)  
 Kintan: Student3

R : Eh Kintan, mau nanya, kamu bahasa inggris yang gak kamu bisa itu apanya?  
 Kintan : Ah... bahasa inggris itu sulit kak. Aku gak suka e.  
 R : Eh...gak juga kok. Kamu sulitnya dimananya?  
 Kintan : Iya itu kosa katanya aku gak tahu semuanya. Terus kalo buat kalimat gitu aku gak bisa.  
 R : Lha Pak Didik ngajarnya gimana?  
 Kintan : Ah ya gitu kak. Kalo aku sukanya tak tinggal ngobrol ma Cindy...hehe.  
 R : Eh gak boleh lho..... Dimarahin pak didik lho nanti.  
 Kintan : Haha... Pak didik gak merhatin kok.  
 R : Iya tetep aja gak boleh itu.  
 R : Kamu tahu *descriptive text* atau *mind mapping* gak?  
 Kintan : Hah? Apa itu Kak? Gak tau aku...  
 R : Oh...ya uda gak papa... Nanti kan Kakak mau penelitian di kelasmu dan nanti Kakak mau ngajar pake cara itu.  
 Kintan : Oh, diiyain aja lah, kan aku gak tau, hehe  
 R : Haha, kamu ini. Oke makasi ya waktunya.  
 Kintan : Ok, Kak.

Waktu : Jumat, 07-02-2014  
Keperluan : Meminta Ijin Penelitian  
Tempat : Ruang Kepala Sekolah SMP N 2 GAMPING

R : Researcher (Peneliti)  
H : Headmaster (Kepala Sekolah)  
ET : English Teacher  
C : Collaborator (Kolaborator)

R : Ini pak sebelumnya saya, Khusnul Harsul dan ini Mbak Evi. Disini saya ingin meminta ijin kepada bapak sebagai kepala sekolah untuk melakukan penelitian di kelas VII E dengan dibimbing oleh Pak Didik.

H : Oh, ya gak papa Mas. Itu nanti meneliti tentang apa, Mas?

R : Saya memfokuskan untuk meningkatkan bahasa inggris siswa yaitu khususnya *writing* mereka atau menulis dengan teknik *mind mapping*.

ET : Iya, Pak. nanti Mas Harsul akan menggunakan dan menerapkan teknik itu di kelas. Mas Harsul ini juga yang ngajar English Club sekolah kok pak.

H : Oh, Mas sama Mbaknya yang KKN tahun kemarin ya?

R : Iya pak, saya sama Mbak Evi yang kemarin KKN disini dan sampai sekarang masih megang ekstra.nya yang English CLub. Mbak Evi nanti akan menjadi kolaborator saya di kelas.

H : Iya Mas, kan juga tahu sendiri ya bahasa inggris anak-anak itu masih sangat rendah, bahkan bisa dibilang kurang. Ya saya mohon bantuannya aja ya Mas dan Mbaknya.

R : Injeh pak, nanti insyaallah saya akan berusaha buat bantu meningkatkan bahasa inggris mereka khususnya dibidang *writing* atau menulis ini.

H : Terus ini mau dimulai kapan mas?

R : Ini insyallah akan kami mulai laksanakan bulan Maret, kemarin kami juga sudah observasi di kelas dan nanti kita mau olah data observasinya dulu untuk dijadikan referensi permasalahan untuk penelitian kedepannya nanti.

H : Iya, Mas. saya doakan lancar dan moga sekolahan bisa membantu sebisanya.

R : Injeh Pak amin.

H : Mas-nya kalo mau minta surat ijin pengantar atau apa, nanti langsung menemui Pak Heru saja.

R : Oh injeh Pak. Nanti juga ada Pak Didik yang membimbing di kelas. Mungkin cukup itu saja dulu Pak, sebelumnya saya sangat berterimakasih atas ijinnya. Saya sama Mbak Evi mau pamit dulu.

H : Oh ya Mas. Monggo....

R : Pak Didik saya pamit nggeh.

ET : Oh iya Mas ati-ati. Nanti kalo ada apa-apa Mas Harsul sms aja ya.

(Interview transcript 6)

Waktu : Jumat, 07-02-2014  
Keperluan : Mempersiapkan RPP  
Tempat : SMP N 2 GAMPING

R : Researcher (Peneliti)  
C : Collaborator (Kolaborator)

R : Pi, bagaimana menurutmu setelah kita wawancara dengan Pak Didik kemarin, kita sudah mendapat data berdasarkan observasi kemarin.

C : Iya data itu sudah cukup wakili buat di jadiin panduan *Identifying Problem*.

R : Iya menurutku masalah utama itu terletak pada motivasi mereka dan cara mengajarnya juga sehingga membuat mereka tidak menyukai bahasa inggris.

C : Iya nanti ditentukan masalah-masalah yang akan di angkat dan mana yang bisa di jadikan acuan untuk di tingkatkan dalam proses *writing*-nya. Kalo untuk aspek grammarnya gimana cara kamu memfokuskannya?

R : Untuk masalah grammarnya, sesuai kemarin kita observasi. Ternyata banyak yang belum bisa membedakan *noun*, *verb* dan *adjective* seperti pada saat tugas yang di berikan Pak didik itu kan mereka ada yang masih bingung cara membedakannya.

C : Terus caranya?

R : Iya nanti tak selipkan di tiap-tiap pertemuan Cycle I maupun Cycle II. Selain juga yang paling penting adalah mengajar mereka dengan teknik mind mapping, akan tak ajarkan juga mereka tentang *noun*, *verb* dan *adjective*.

C : Lha selain itu ada lagi?

R : Iya nanti mereka juga harus diajarkan *auxiliary especially To be and has/have* dan *simple present tense*. Kan kamu tau sendiri itu mereka belum banyak yang bisa menggunakan itu padahal itu adalah awal modal dan dasar mereka untuk bisa membuat *descriptive text* yang baik dan benar.

C : Oh...iya masuk itu.

R : Oke thanks ya.Tak pulang dulu buat nyiapin itu mua dan juga buat nyari referensi lagi nanti. Kalo nanti ada apa-apa tak minta sms nanti.

(Interview transcript 7)

Waktu : Sabtu, 08-02-2014  
Keperluan : Diskusi dengan Guru Bahasa Inggris (ET)  
Tempat : Kantor Guru SMPN 2 Gamping

R : Researcher (Peneliti)  
ET : English Teacher  
C : Collaborator

- R : Ini Pak saya mau sedikit wawancara lebih jauh dengan *njenengan* melanjutkan yang kemarin mengenai problem yang menjadi kendala anak-anak dalam *writingnya*.
- ET : Oh iya Mas silahkan.
- R : Kendala apa saja si Pak yang sebenarnya di alami para siswa dalam menulis dalam bahasa inggris? Mungkin mereka belum bisa membuat kalimat atau bagaimana?
- ET : Iya Mas seperti yang saya bilang kemarin juga kalo anak-anak masih kurang bisa untuk membedakan mana *noun*, *verb* dan mana *adjective*. Terus kalo masalah grammarnya mereka juga masih lemah di *To be*. Memang kelemahan mereka dalam bahasa inggris lumayan banyak mas
- R : Oh gitu nggeh pak, terus kalo *simple present*. Sejauh mana mereka mengetahui tense tersebut pak? Itu kan penting digunakan kalo mau menulis *descriptive text*.
- ET : Dulu si semester pertama saya sudah pernah ajarkan Mas tetang hal-hal tadi termasuk *simple present* itu juga walaupun Cuma sekilas. Tapi kalo di tanya lagi ya juga pada lupa.
- R : Oh berarti memang sudah di ajarkan namun kebanyakan dari mereka gampang lupa dan tidak ingat cara menerapkannya dalam *writing* mereka ya Pak?
- ET : Nah itu Mas, jadi kelemahan anak-anak salah satunya ya di ingatan mereka. Ya seperti yang saya bilang kemarin kalo anak-anak di beri metode yang menyenangkan seperti melalui gambar dan lain-lain, mungkin itu akan mempermudah mereka dalam mengingat sesuatu terutama pelajaran mereka.
- R : Iya Pak kebetulan sekali karena saya dalam penelitian ini menggunakan mind mapping yaitu media gambar yang nantinya mengharuskan mereka untuk berkreasi dengan gambar mereka mungkin akan dapat membantu dalam proses *writing* mereka.
- ET : Oh saya dukung itu mas, nanti biar saya memfasilitasi mungkin kalo ada yang kurang atau dibutuhkan.
- R : Oh nggeh pak terima kasih banyak atas bantuannya. Mungkin cukup itu dulu pak. Nanti kalo ada yang masih saya tanyakan, nanti saya tanyakan ke *njenengan*.
- ET : Iya Mas, gak papa. Saya juga sebenarnya berterima kasih dan mohon bantuannya ya Mas biar anak-anak senang dalam belajar bahasa inggris. Saya juga sebenarnya agak kerepotan gimana cara menumbuhkan minat mereka buat belajar bahasa inggris gitu.
- R : Insyallah Pak nanti saya usahakan. Saya sama mbak Evi permisi dulu *nggeh* Pak.
- ET : Iya hati2 ya Mas, Mbak.

(Interview transcript 8)

Waktu : Selasa, 18-3-2014  
Keperluan : Wawancara Siswa (1<sup>st</sup> meeting)  
Tempat : Kelas VIIE SMP N 2 Gamping

R : Researcher (Peneliti)

Desya : Student2

R : Desya tadi gimana Pre-Testnya bisa ngerjain gak?

Desya : Ah gak tau kak...gak bisa aku nulisnya...aku kan gak bisa bahasa inggris kak, jadi nyusunnya itu lho yang aku gak bisa.

R : Wah, lho og gitu kan tadi uda Kakak kasih tau arti-artinya juga kan?

Desya : Iya si kak, tapi kan aku yang gak bisa itu nyusunnya.

R : Oh, ya uda gak papa nanti Kakak ajarin cara nyusun kalimat yang baik dan benar. Terus tadi bisa buat berapa kalimat?

Desya : Ahh, Jangan di tanya kak. Malu aku, abis Cuma buat dikit

R : Eh, ya gak papa. Nanti juga Kakak kan yang ngecek kerjaanmu.

Desya : Emm, Dikit kok kak.

R : Iya gak papa namanya juga akn baru belajar. Besuk di tingkatin ya.

Desya : Ok Kak.

(Interview transcript 9)

Waktu : Senin, 14-4-2014  
Keperluan : Wawancara Siswa (2<sup>nd</sup> meeting)  
Tempat : Kelas VIIE SMPN 2 Gamping

R : Researcher (Peneliti)

Hendra : Student1

R : Hendra, sini bentar... gurunya belum dateng kan?

Hendra: Belum kak,

R : Siapa yang ngajar sekarang?

Hendra: Pak Remo kak.

R : Oh...plajaran agama ya? Kakak mau tanya-tanya bentar aja ya?

Hendra: Oh, kayak yang kemarin itu ya?

R : Iya... gimana tadi di kelas bisa ngikutin kan?

Hendra: Bisa kok kak,

R : Suka gak kamu dengan *mind mapping*?

Hendra: Ya suka karena bisa gambar sambil belajar...eh... belajar sambil gambar *dink*....

R : Iya... bagus kalo gitu, tapi kalo lewat *mind mapping* kan di situ kita bisa

gambar cabang-cabangnya dengan *vocab* baru yang lebih banyak. Enakan mana kira-kira ngapalin *vocab* lewat kamus atau pake *mind mapping* kayak di kelas tadi?

Hendra: Ya enak kayak tadi kak... ngapalannya lebih mudah kok, ada gambarnya juga.

R : *Mbuat* teksnya juga jadi lebih mudah kan jadinya?

Hendra: Iya, tadi malah aku buatnya lebih dari sepuluh kalimat e kak, Kakak tadi kan mintanya 10 kalimat kan?

R : Ya gak papa to malah bagus... tadi malah ada yang kurang dari 10, banyak malah.

Hendra: Wah, adaPak Remo Kak...

R : Oh, iya. Ya uda kamu masuk langsung ke kelas. Ini juga uda cukup kok....makasi ya, Hendra.

Hendra : Sama-sama kak.

(Interview transcript 10)

R : Researcher

Desya : Student2

Della : Student4

R : Desya Kakak minta waktunya lagi ya kayak kemarin. Boleh to?

Desya : Boleh kok Kak... mau tanya-tanya lagi ya?

R : Iya.... Oh iya Della juga sini gak papa sekalian berdua ya?

Della : Eh, ngapain kak? Gak mau ahh....

R : Eh gak papa, cuma tanya-tanya bentar kok....

Desya : Iya Del, sini lho temenin aku. Kak Harsul cuma tanya bentar.

Della : Iya deh, tanya apa Kak?

R : Sini duduk dulu, iya gimana tadi kelasnya seru gak? Suka gak?

Della : Iya seru kok kak, tapi waktu gambar tadi gak bisa kak. Aku gak bisa gambar e....

R : Eh gak papa kok, yang di nilai bukan cuma gambarnya aja kok, kan tadi Kak Harsul suruh nulis juga kan... Desya gimana?

Desya : Kalo aku si suka gambar kak. Eh malah akunya yang bingung buat nulisnya.

R : Haha...kok malah kebalik, tapi kalian kan sebangku jadi bisa saling bantu atau tanya-tanya juga gak papa, padahal kalian juga sering tanya Kak Harsul lho...tapi tadi *mind mapping*nya membantu gak?

Desya : Membantu gimana kak?

R : Maksudnya kan kalian sering bingung kan cara membuat teks yang baik dan benar tu gimana. Nah terus tadi Kakak kasih arahan, jadi dibuat *mind map*-nya biar kalian mudah buat teks deskriptifnya, gitu. Kan sudah ada gambar

dan juga vocab-nya jadi kalian tinggal ngembangin atau nyambungin lagi.

Desya : Oh iya kak, aku tadi kalo lupa-lupa, ya liat mind mapping-nya jadi buatnya agak enak.

R : Kalo Della gimana?

Della : Iya kak... aku suka kalo ada gambar atau mewarnai gitu, jadi ya gak bosan.

R : Terus tadi kakak suruh makai *To be* sudah bisakan sekarang?

Della : Aku si agak lupa-lupa kemarin kemarin, tapi tadi pas uda ada gambarnya terus di contohin juga, sekarang uda inget lagi.

R : Hehe... bagus. Desya juga sudah bisa kan? Jangan sampai keliru ya makainya....

Desya : Hehe...iya Kak.

R : Ya uda kalian bisa kembali ke kelas nanti keburu gurunya dateng... makasi ya.

Desya : Iya Kak.

Della : Iya Kak... *salim* dulu.

(Interview transcript 11)

Waktu : Senin, 21-04-2014

Keperluan : Diskusi dengan Guru Bahasa Inggris (3<sup>rd</sup> meeting)

Tempat : Ruang Guru SMP N 2 GAMPING

R : Researcher (Peneliti)

ET : English Teacher

S : Student

C : Collaborator

R : Pak Didik, saya boleh minta waktunya buat wawancara ini terkait selesainya Cycle I di kelas tadi?

ET : Oh iya Mas, sambil duduk sini saja Mas, nyante....

Oh iya gimana lancar tadi di kelas?

R : Alhamdulillah sejauh ini lancar Pak dan belum ada kendala yang berarti. Yah paling ya anak-anak suka rame aja. Tapi saya cukup bisa mengontrolnya di kelas.

ET : Oh, iya bagus kalo gitu Mas. Terus bagaimana perkembangan penelitiannya ini?

Ada yang bisa saya bantu mas?

R : Iya Pak ini Alhamdulillah sudah dapat datanya nanti di rumah insyallah saya oleh lebih lanjut. Iya Pak, intinya sejauh ini memang terbukti kalo *mind mapping* Alhamdulillah bisa meningkatkan anak-anak belajar teks, terutama itu vocab-nya pak. Mereka jadi gampang menghafal kosa kata baru. Contohnya tadi Syahrul.

ET : Ohh, Syahrul to? Iya dia lumayan bandel di kelas malah kadang suka

ngantuk atau tidur di kelas.

R : *Inggih* Pak, memang anake gitu kok...hehe. Tapi walaupun terlihat kurang serius di kelas tapi waktu ngerjain *mind mapping*, dia malah banyak tanya tentang vocab baru...terus tadi juga yang cewek, Hanifa juga seperti itu juga.

ET : Ohh.iya Hanifa.

R : Ya, Alhamdulillah seperti dulu yang bapak bilang anak-anak memang lebih antusias kalo ada gambarnya.

ET : Ya Alhamdulillah Mas kalo gitu, memang anak-anak suka kalo ada stimulus gambar-gambar atau aktivitas yang berkelompok gitu, karena kalo cuma di terangin di depan aja, pasti kebanyakan mereka rame sendiri, malah Syahrul sama Pramudi itu sukanya tidur di kelas. Suka ngantukkan mereka. Terus yang pojok itu, Cindy, Kintan, Della dan temen-temennya sebangku malah suka ngobrol sendiri.

R : Hehe...Injeh Pak. Itu yang cewek-cewek malah kadang susah di aturnya. Tapi biasanya saya deketin gitu baru mereka diam semua.

ET : Emang Mas... yah gak papa pelan-pelan saja. Mas Harsul juga tau sendiri kan kualitas rata-rata anak-anak sini kayak gimana. Kebanyakan masih kurang Mas, jadi ya harus ekstra keras ngajarnya dalam kelas. Itung-itung sebagai pembelajaran juga ya Mas besuk kalo jadi guru beneran, hehe.

R : Iya Pak... itu juga sangat berguna kok bagi saya pribadi, untuk pembelajaran menangani siswa di kelas.  
Oh iya Pak dari hasil Pre-Test kemarin, kebanyakan anak-anak malah belum paham *To be* dan *has/have* serta cara pemakaiannya. Jadi ya saya Cycle I-nya nyesuain sama kebutuhan mereka dan nerangin cara pemakaiannya dengan menggunakan *mind mapping* juga Pak.

ET : Iya mas bagus itu, emang rata-rata anak-anak juga banyak yang gak tau kok...padahal dulu juga saya sudah terangin... tapi pada lupa terus kalo di tanya. Ya, paling cuma Hendra sama Narita yang kelihatan paling mencolok di kelas.

R : Wah iya Pak, mereka kayaknya emang paling bagus terus kalo pas dapat tugas dan ngerjainnya juga paling cepet.

ET : Iya Mas, tapi ya cuma beberapa aja e, *gak roto*.

R : Kalo gitu saya permisi dulu *nggeh* pak, ini saya mau ke kampus juga. Mbak Evi sama saya ada kuliah nanti soalnya. Terima kasih banyak *nggeh* Pak waktunya.

ET : Oh iya samasama Mas... *monggo ati-ati nggeh*.

(Interview transcript 12)

Waktu : Senin, 21-04-2014  
Keperluan : Wawancara Siswa (3<sup>rd</sup> meeting)  
Tempat : Kelas 7E SMP N 2 GAMPING

R : Researcher (Peneliti)  
 Kintan : Student3

R : Kintan, Kakak minta waktunya bentar seperti biasanya ya?  
 Kintan : Iya Kak. Mau tanya apa Kak?  
 R : Gimana? Tadi bisa mengikuti pelajarannya gak?  
 Kintan : Lumayan og Kak?  
 R : Lho kok Cuma lumayan?  
 Kintan : Iya abis tadi agak susah e.  
 R : Susahnya dimana Tan?  
 Kintan : Sebenarnya aku suka kak pake mind mapping, cuma kalo sudah nulis teksnya agak sulit soalnya bingung makenya.  
 R : Oh, kalo soal grammar nanti kakak ajarin sambil jalan. Kalo mind mappingnya sendiri gimana?  
 Kintan : Tadi aku mbuatnya agak lama kak soalnya ya baru kali ini di ajarin pake cara itu.  
 R : Oh, gak papa, nanti Kakak bantu ya, kamu jangan sungkan kalo gak bisa langsung tanya lho ya? Dan jangan lupa harus bisa bagi waktu buat nulis dan buat mind mapping-nya. Jadi ntar gak kehabisan waktu.  
 Kintan : Siap deh Kak.

(Interview transcript 13)

R : Researcher  
 Desya : Student2

R : Desy, Kakak tanya bentar ya? Bentar aja kok?  
 Desya : Iya Kak?  
 R : Soal dikelas tadi,  
 Desya : Yang apa Kak?  
 R : Desya, sekarang kalo mau buat teks tentang deskriptif teks, uda lumayan bisa? Mind Mapping bantu kan?  
 Desya : Udah Kak, Iya kak bantu banget, aku jadi gak bingung kalo mau bikin kata-katanya itu. Terus nyari idenya lebih gampang.  
 R : Kalo Vocab kamu gimana? Lebih mudah mana inget-inget kata dalam bahasa inggris lewat mind mapping atau kamus? Kalo kamu nyari dan ngapalin lewat kamus kan mungkin gampang lupa kan?  
 Desya : Wah, enak lewat mind mapping lah kak, lebih mudah inget-ingetnya. Apa lagi ada gambar-gambar yang kita buat sendiri, kan jadi lebih gampang ngingetnya kak.  
 R : Ok deh, nanti kita perbaiki sambil jalannya?  
 Desya : Oce Kak.

Waktu : Selasa, 22-4-2014  
Keperluan : Diskusi dengan Guru Bahasa Inggris untuk Cycle II  
Tempat : Kantor guru SMPN 2 Gamping

R : Researcher (Peneliti)  
ET : English Teacher  
C : COllaborator

R : Pagi Pak Didik... ini saya mau konsultasikan dengan njenengan mengenai hasil Cycle I yang telah selesai senin kemarin.

ET : Oh iya Mas, gimana berjalan lancar?

R : Ya Alhamdulillah Pak lancar, Cuma ada beberapa kendala sedikit. Yang pertama para siswa baru kali ini mendengar istilah *mind mapping* dan menggunakannya. Jadi, mereka belum terbiasa menggunakannya. Hasilnya ya banyak menyita waktu untuk menggambar dari pada menulisnya. Dan untuk grammarnya, sudah ada peningkatan walaupun sedikit tapi nanti insyallah di Cycle II, anak-anak saya *Drill* lagi agar lebih terbiasa dan juga benar dalam menggunakan kata dan kalimat bahasa inggris.

ET : Oh ya gak papa Mas, memang semua kan butuh waktu apalagi mereka juga masih tergolong rendah dalam kemampuan bahasa inggrisnya. Tapi gak papa.

R : Iya Pak nanti dalam prosesnya kami tingkatkan lagi lebih dalam.

ET : Untuk Cycle II-nya gimana Mas Harsul ada yang sudah di persiapkan?

R : Ini Pak saya dengan Mbak Evi sudah menyiapkan materi untuk 2 pertemuan di Cycle II yaitu materi tentang *simple present tense* karena seperti hasil test di Cycle I kemarin itu mereka memang masih sangat kurang pengetahuan untuk menyusun kalimat yang baik dan benar.

ET : Oh iya bagus itu mas, memang anak-anak kurang dalam hal itu dan jangan lupa mas yang kemarin-kemarin yang sudah diajarkan kalo bisa sering di ulang-ulang. Anak-anak gampang lupa kalo sudah di ajarkan gitu.

R : Iya Pak kita juga sudah menyiapkan untuk *task-task* untuk mengingat pelajaran kemarin yang sudah di ajarkan terutama tentang *noun, verb, adjective* dan *auxiliary (To be & has/have)* biar bisa diterapkan dalam membuat kalimat nanti.

ET : Oh iya Mas situ sudah bagus. Saya doakan lancar ya,

R : *nggeh* Pak, mungkin cukup itu dulu, kita mau ijin pamit.

(Interview transcript 15)

Waktu : Senin, 12-05-2014  
Keperluan : Wawancara Siswa Cycle II (1<sup>st</sup> meeting)  
Tempat : Kelas VII E SMPN 2 Gamping

R : Researcher  
Kintan : Student3

R : Tan, sini bentar. Kakak mau tanya-tanya seperti biasanya ni,  
Kintan : Ok, Kak. Gimana?

R : Ya tadi kan uda selesai ngajar tentang Simple present tense. Gimana, sekarang udah agak ngerti?

Kintan : Emm, ya lumayan si Kak. Uda dikit-dikit, hehe.

R : Lha kok dikit-dikit doank? Kenapa Tan?

Kintan : Yah gitu deh kak, tapi ntar lo di kasih soal kayaknya bisa jawab og kak.

R : Oh, ya berarti pertemuan berikutnya nanti Kakak ulangin biar lebih paham dan setelah itu tak kasih soal ya.

Kintan : Siap Kak.

R : Kalo mind mappingnya tadi gimana, nyenengin gak?

Kintan : Wah, nyenengin kak. Tadi aku ma desya buat mind mappingnya idola kita soalnya.

R : Siapa mang?

Kintan : Ah, gak mau ngasih tau aku, malu...hehe

R : Haha, kan juga ntar kakak cek punya kalian buat dinilai. Gimana e... Palingan juga Aliando kan? Kakak uda tau.

Kintan : Hah, kok bisa tau e Kak?

R : Iya donk. Kak Harsul gitu loh...

Kintan : Wah, Kak Harsul ini pasti liat punyaku ya?

R : Eh, Gak yo.... Ya uda Tan gitu dulu aja ya, belnya uda bunyi sekarang kamu masuk kelas ya.

Kintan : Ok Kak.

(Interview transcript 16)

R : Researcher  
Hendra : Student1

R : Hendra, minta waktunya bentar ya. Kakak seperti biasanya mau tanya tentang di kelas tadi?

Hendra: Iya kak, mau tanya apa?

R : Tadi gimana uda jelas tentang Simple Present-nya?

Hendra: Uda lumayan ngerti sekarang Kak.

R : Kalo *mind mapping*-nya tentang membuat artis favorit tadi gimana nyenengin gak Hen?  
 Hendra: Nyenengin Kak, cuma tadi aku agak pusing e, jadi gak konsen pas buatnya.  
 R : Tadi kamu membuat *mind mapping*-nya artis siapa?  
 Hendra: Patin Kak,  
 R : Oh, Fatin sidqia yang penyanyi itu ya.  
 Hendra: Hehe, iya Kak.  
 R : Oalah, kamu penggemar Fatin juga to, Ya uda makasi ya Hen waktunya. Ini kakak mau pulang dulu, ada urusan di kampus soalnya.  
 Hendra: Iya. Hati-hati Bos, hehe.

(Interview transcript 17)

Waktu : Senin, 19-05-2014  
 Keperluan : Wawancara Siswa Cycle II (2<sup>nd</sup> meeting)  
 Tempat : Kelas 7E SMPN 2 Gamping

R : Researcher  
 Desya : Student2

R : Desya, sini Kakak mau tanya-tanya bentar.  
 Desya : Kayak biasanya itu ya kak?  
 R : Iya Desy. Soalnya tadi kan pertemuan terakhir jadi Kakak perlu data ni.  
 Desya : Ok Kak, mau tanya apa?  
 R : Tadi di kelas gimana? Sekarang uda lumayan bisa nulis teks deskriptif kayak tentang artis favoritmu gitu?  
 Desya : Uda lumayan bisa aku Kak. Tadi juga kan di ajari cara membuat kalimat yang benar kan sama juga cara nggunain huruf gede yang bener.  
 R : Iya, pokoknya di inget aja itu aturan-aturan penggunaan huruf gede yang Kakak kasih tadi, pasti ntar gak keliru.  
 R : Kalo *mind mapping*-nya juga sekarang ngerjainnya uda terbiasa belum?  
 Desya : Uda donk Kak, aku sekarang uda terbiasa buat *mind mapping*-nya.  
 R : *Mind mapping*-nya membantu kamu saat nulis teksnya gak?  
 Desya : Membantu banget Kak. Jadi aku gak perlu mikir-mikir lagi untuk buat teks. Lha kan uda ada di *mind mapping*-nya.  
 R : Iya bener emang fungsinya ya itu. Membantu yang kesulitan nyari ide-ide buat nulis jadi kalo uda buat *mind mapping*-nya ya tinggal nuangin ke dalam bentuk tulisan teksnya.  
 R : Oke bagus deh, ya uda Kakak pulang dulu ya. Bis ni pelajaran kan. Ya uda *ndang* masuk kelas kamu.  
 Desya : Siap Kak.

Waktu : Kamis, 22-5-2014  
Keperluan : Diskusi Post-Test dengan Guru Bahasa Inggris  
Tempat : Ruang Guru SMP N 2 GAMPING

R : Researcher (Peneliti)

ET : English Teacher

C : Collaborator

R : Permissi Pak Didik....

ET : Iya Mas Harsul, gimana tadi Post-test-nya?

R : Alhamdulillah lancar kok Pak....dan Alhamdulillah akhirnya penelitiannya selesai juga.

ET : Wah, iya ya Mas. Biar bisa cepet lulus nanti.

R : Hehe, inje Pak. Ini Pak mau wawancara sekali lagi buat Post-Test-nya.

ET : Oh ya mas. Tadi saya liat kayak sukses kok Post-test-nya anak-anak juga antusias ya apalagi temanya tadi adalah idola-idola mereka. Jadi mereka antusias ngikutinnya.

R : Iya pak tadi memang sengaja saya kasih tema idola masing-masing biar anak-anak bisa antusias ngikutin pelajarannya. Cuma tadi ada sedikit kendala, tadi ada siswa, Syahrul sama Pramudi waktu buat *mind mapping*-nya malah terlalu fokus sama gambarnya, kebetulan idola mereka kan Sinchan. Eh pas waktu saya lihat kemudian saya tegur kalo fokusnya ke teksnya juga jangan cuma gambarnya karena yang dinilai bukan cuma gambarnya tapi juga teks deskripsinya.

ET : Hehe gak papa, yang penting dalam kelas si anak-anak antusias dalam ngikutin pelajarannya. Yah karena memang kebanyakan minat dan kemampuan mereka kurang dalam belajar bahasa inggris. Jadi ya harus sedikit demi sedikit Mas.

R : Kemudian ini Pak, dari awal kan saya memang sudah bertekad untuk menekankan mereka untuk belajar grammar yang benar apalagi yang menyangkut tentang deskriptif teks. Jadi sampai akhir pertemuan ini, saya sudah mengajarkan *noun, verb, adjective* dan berbagai *auxiliary; To be, has/have* dan juga di akhir-akhir pertemuan yang paling penting *simple present tense* dan macam-macam bentuknya dari yang positif, negatif sampai ke kalimat tanya juga saya sudah ajarkan di kelas.

ET : Iya Mas sebelumnya saya ya malah yang berterima kasih uda di bantu buat ngajarin grammar-nya, memang anak-anak gitu, saya si sudah pernah ajarkan tentang itu, tetapi kadang banyak yang lupa tu anak-anaknya.

R : Ya semoga dengan saya ulang-ulang kembali anak-anak jadi semakin ingat *nggeh*, Pak... malah biar inget terus...yang *To be* itu saya juga nyuruh mereka

buat mind mapping-nya sendiri biar mereka gak gampang lupa.

ET : Iya Mas, variasi-variasi pembelajaran seperti itu juga perlu di lakukan biar anak-anak itu tetep mengikuti pelajaran dan yang terpenting itu mereka antusias, jadi kalo sudah antusias pelajaran apapun ya nanti gampang masuk, apalagi bahasa inggris.

R : Iya Pak. *Nggeh* pun *nggeh* pak, ini saya dengan Mbak Evi mau permisi pulang dulu, sebelumnya saya sangat berterimakasih banyak atas kesempatan dan bimbingan yang diberikan Pak, selama saya dalam mengerjakan penelitian ini.

ET : Wah, sama-sama Mas, saya juga berterimakasih dengan Mas Harsul sudah membantu mengajar di kelas, biar anak-anak gak bosan sama saya, hehe. Oh iya Mas, English Club-nya masih berjalan *nggeh*?

R : Masih kok Pak, besok sabtu itu mau bahas apakah anak-anak mau tampil drama atau tidak nanti saat perpisahan.

ET : Ya uda gak papa.

R : Iya Pak nanti kalo ada perkembangan apa-apa nanti saya langsung hubungi Pak Didik. *Nggeh* pun pak kami permisi dulu pak, minta doanya semoga skripsinya cepat slesai.

ET : Iya Mas semoga lancar semuanya.

R : Permissi Pak...assalamualaikum.

ET : iya hati-hati Mas Harsul, Mbak Evi... wa'alaikum salam.

(Interview transcript 19)

R : Researcher  
 Desya : Student2  
 Narita : Student5  
 Intan : Student6

R : Narita, Intan sama Desya kesini sebentar yah....

Narita : Ada apa Kak??

R : Ini Kakak mau wawancara terakhir sama kalian kan penelitiannya kakak sudah selesai kan jadi Kakak mau wawancara sebentar. Desya ini uda sering kok (haha) ya Desya?

Desya : Hehe, iya tapi gak ada makanannya si...

R : Hei...tadi di kelas apa? Uda di kasih jajana gitu kok lho....

Desya : Hehe, iya deh iya.

R : Iya Kakak mau tanya soal di kelas tadi. Gimana tadi testnya bisa ngerjain pas buat Mind Mapping-nya? Itu kan tentang idola kalian kan, pasti bisa ya?

Narita : Iya Kak, apalagi ada fotonya gitu. Jadi kebayang Tom Cruise, hihi.

R : Haha, oya kamu idolanya Tom Cruise ya? Tapi ngerjain teksnya ngerasa lebih mudah gak setelah ada *mind mapping*?

Narita : Jadi lebih mudah Kak. Aku jadi gak bingung, dulu-dulu kan aku tu agak

kesusahan kalo di suruh buat teks. Tapi sekarang kalo agak susah bisa buat mind mappingnya dulu baru deh buat teksnya lewat *mind mapping*-nya.

R : Wah...joss... seperti itu Natrita. Lanjutkan...haha.

Narita : Emang pemilu, hihi.

R : Kalo Intan gimana? Suka gak dengan *mind mapping*? Dan tadi ngerjain Tesnya lancar?

Intan : Suka kok Kak, aku suka yang ada gambarnya, jadi gak bosenin. Bisa gambar sama mewarnai.

R : Kalo teksnya ada kesulitan?

Intan : Awalnya si iya... tapi kalo ada *mind mapping*-nya jadi gak bingung. Tapi kalo bingung kan bisa tanya Kak Harsul, hehe.

R : Kalo Desya gimana?

Desya : Ya aku kan fansnya JKT... hihi, jadi tadi buatnya tentang Nabila. Jadi lebih mudah kok kak.

R : Lebih mudahnya gimana?

Desya : Dulu aku gak suka kak bahasa inggris, apalagi buat teks gitu...gak bisa aku, tapi kalo ada gambar terus diwarnai gitu, aku jadi suka.

R : Terus *vocab* kalian gimana, lebih enak gak ngingetnya kalo pake *mind mapping*?

Desya : Iya lebih gampang ngapalinnya.

Inta : Iya gampang di apalin Kak.

Narita : Betul itu Kak.

R : Ya uda makasi yah, kalian bisa istirahat kok. Ini uda jam istirahat kan?

Desya : Okey.

(Interview transcript 20)

R : Researcher

David : Student7

R : Kak Harsul minta waktunya Vid, boleh to?

David : Oke, emangnya ada apa Kak?

R : Ini mau wawancara sebentar. Ini kan hari terakhir Kakak ngajar, besok uda gak kesini lagi.

David : Wah, mbok ngajar lagi aja Kak?

R : Haha, lha penelitiannya uda abis kok? Masak ya ngajar terus, hehe.

David : Ya gak papa to....

R : Haha, nanti kalo uda bener-bener jadi guru sini deh.

David : Ya keburu aku lulus.

R : Eh gimana tadi tes terakhirnya bisa ngerjainnya kan?

David : Bisa kok Kak.... *Gawe* Naruto aku Kak. Gak papa to?

R : Oh, gambarin tentang Naruto ya, ya gak papa. Gimana lebih asyik pake *mind mapping* ato gak?

David : Lebih enak pakai mind mapping Kak. Ada gambarnya, ada warnanya.  
R : Kamu suka gambar vid, ya malah bagus kalo gitu. Tapi kamu bisa kan buat teksnya tadi?  
David : Yahh... gitu deh Kak. Bisa bisa enggak, hehe.  
R : Gak bisanya dimana?  
David : Ya kata-kata yang mau di terangin itu Kak...tapi gak banyak kok. Lumayan lah tadi.  
R : Berarti besok lagi kalo di suruh buat teks lagi bisa ya, teks deskriptif tentang apa aja....  
David : Emmm...yah....iya in aja deh.  
R : Haha, kamu ini. Oke deh David makasi yah waktunya.

(Interview transcript 21)

R : Researcher  
Kintan : Student3

R : Mau tanya-tanya bentar ni Tan,  
Kintan : Iya Kak, kayak biasanya to?  
R : Hehe, tau aja kamu.  
Kintan : Lha biasanya kan gitu, hehe.  
R : Tan gimana sekarang sudah bisa bikin *mind mapping*-nya dan teksnya dengan baik?  
Kintan : Sudah Kak, sekarang aku uda terbiasa buat *mind mapping*, jadi gak pake lama buatnya.  
R : Kalo teksnya ndiri gimana?  
Kintan : Emm, lumayan si Kak, daripada yang dulu, sekarang aku uda lumayan ngerti sama *present tense* kayak yang kakak ajarin kemarin.  
R : Kalo yang pemakaian huruf besar dan koma itu, sekarang juda lumayan ngerti Kan? Kemarin Kakak juga uda jelasin sedikit tentang itu  
Kintan : Iya Kak, itu juga uda agak bisa kapan harus nggunain huruf besar.  
R : Syukur deh, bagus itu. Nah ini kan Kakak sudah selesai penelitian? Gimana pendapatmu selama Kakak ngajar itu?  
Kintan : Seneng og kak, lha daripada Pak Didik. Harus serius terus. Kalo ma Kak Harsul kan nyante, hehe.  
R : Haha, nyantanya gimana mang Tan?  
Kintan : Iya nyante pokoknya gak sepaneng gitu. Terus kalo mau tanya-tanya enak Kak.  
R : Oke deh moga bermanfaat yah apa yang udah Kakak ajarain ke kalian.  
Kintan : Amin.  
R : Ya uda Kakak pulang dulu ya, makasih Tan.  
Kintan : Sama-sama Kak.

**APPENDIX D**  
**OBSERVATION CHECKLIST**

## OBSERVATION CHECKLIST

**Cycle I (1<sup>st</sup> Meeting)**

**Day/ Date :**

**Observer :**

**Check each item in the column that most clearly represents your observation and write down additional comments in the provided column if any.**

No.	Observation Items	Yes	No	Comment
<b>A</b>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The researcher greets students.</li> <li>2. The researcher checks attendance list.</li> <li>3. The researcher checks students' preparedness.</li> <li>4. The researcher mentions the learning objectives.</li> </ol>			
<b>B</b>	<p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Students read a descriptive text with the mind mapping entitled "My house".</li> <li>2. Students listen to an explanation about the descriptive text with the mind mapping.</li> <li>3. Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>4. Students work in pairs to do Task1; to write down each room in a house and things inside.</li> <li>5. Students work in pairs to do Task2; to write sentences based on some questions about house description.</li> <li>6. Students work in pairs to do Task3; to describe and to write all things in the bedroom and living rooms with correct sentences.</li> <li>7. Students individually do Task4; to describe things in their own house in a short paragraph with correct sentences.</li> </ol>			
<b>C</b>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. The teacher submits students' final composition.</li> <li>2. The teacher does reflection with the students about what have been learned.</li> <li>3. The teacher explains the activities in the next meeting.</li> <li>4. The teacher says thank you and ends the lesson.</li> </ol>			

## OBSERVATION CHECKLIST

Cycle I (2<sup>nd</sup> Meeting)

Day/ Date :

Observer :

Check each item in the column that most clearly represents your observation and write down additional comments in the provided column if any.

No.	Observation Items	Yes	No	Comment
<b>A</b>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The researcher greets students.</li> <li>2. The researcher checks attendance list.</li> <li>3. The researcher checks students' preparedness.</li> <li>4. The researcher mentions the learning objectives.</li> </ol>			
<b>B</b>	<p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Students read a descriptive text with the mind mapping entitled "My House".</li> <li>2. Students listen to an explanation about the descriptive text with the mind mapping.</li> <li>3. Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>4. Students work in pairs to do Task1; to make a sentence based on <i>auxiliary</i>.</li> <li>5. Students to work in pairs to do Task2; to complete the text with the words in the bracket.</li> <li>6. Students work in pairs to do Task3; to make a mind map about their own house.</li> </ol>			
<b>C</b>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. The teacher submits students' final composition.</li> <li>2. The teacher does reflection with the students about what have been learned.</li> <li>3. The teacher explains the activities in the next meeting.</li> <li>4. The teacher says thank you and ends the lesson.</li> </ol>			

## OBSERVATION CHECKLIST

Cycle I (3<sup>rd</sup> Meeting)

Day/ Date :

Observer :

**Check each item in the column that most clearly represents your observation and write down additional comments in the provided column if any.**

No.	Observation Items	Yes	No	Comment
<b>A</b>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The researcher greets students.</li> <li>2. The researcher checks attendance list.</li> <li>3. The researcher checks students' preparedness.</li> <li>4. The researcher mentions the learning objectives.</li> </ol>			
<b>B</b>	<p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Students read a descriptive text with the mind mapping entitles "My School".</li> <li>2. Students listen to an explanation about the descriptive text with the mind mapping.</li> <li>3. Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>4. Students listen to an explanation about <i>auxiliary</i>.</li> <li>5. Students work in pairs to do Task1; to complete the text with the words in the bracket using correct auxiliaries.</li> <li>6. Students work in pairs to do Task2; to write at least 10 sentences based on the mind map about "My school".</li> <li>7. Students individually do Task3; to make their own mind map about School" or "House" and write a short paragraph about it.</li> </ol>			
<b>C</b>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. The teacher submits students' final composition.</li> <li>2. The teacher does reflection with the students about what have been learned.</li> <li>3. The teacher explains the activities in the next meeting.</li> <li>4. The teacher says thank you and ends the lesson.</li> </ol>			

## OBSERVATION CHECKLIST

Cycle II (1<sup>st</sup> Meeting)

Day/ Date :

Observer :

**Check each item in the column that most clearly represents your observation and write down additional comments in the provided column if any.**

No.	Observation Items	Yes	No	Comment
<b>A</b>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The researcher greets students.</li> <li>2. The researcher checks attendance list.</li> <li>3. The researcher checks students' preparedness.</li> <li>4. The researcher mentions the learning objectives.</li> </ol>			
<b>B</b>	<p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Students read a descriptive text with the mind mapping entitled "Pasha Ungu".</li> <li>2. Students listen to an explanation about the descriptive text with mind mapping.</li> <li>3. Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>4. Students listen to an explanation about positive and negative forms of simple present tense.</li> <li>5. Students work in pairs to do Task1; to make a positive form of simple present tense.</li> <li>6. Students work in pairs to do Task2; to make a negative form of simple present tense.</li> <li>7. Students work in pairs to do Task3: to match each sentence in the bracket with the pictures using mind map.</li> <li>8. Students individually do Task4: to complete the unfinished text entitled "Ahmad Dhani" with their own ideas.</li> </ol>			
<b>C</b>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. The teacher submits students' final composition.</li> <li>2. The teacher does reflection with the students about what have been learned.</li> <li>3. The teacher explains the activities in the next meeting.</li> <li>4. The teacher says thank you and ends the lesson.</li> </ol>			

## OBSERVATION CHECKLIST

**Cycle II (2<sup>nd</sup> Meeting)**

**Day/ Date :**

**Observer :**

**Check each item in the column that most clearly represents your observation and write down additional comments in the provided column if any.**

No.	Observation Items	Yes	No	Comment
<b>A</b>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The researcher greets students.</li> <li>2. The researcher checks attendance list.</li> <li>3. The researcher checks students' preparedness.</li> <li>4. The researcher mentions the learning objectives.</li> </ol>			
<b>B</b>	<p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Students read a descriptive text with mind mapping entitles "Lionel Messi".</li> <li>2. Students listen to an explanation about the descriptive text with mind mapping.</li> <li>3. Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>4. Students listen to an explanation about simple present.</li> <li>5. Students work in pairs to do Task1; to change the sentence into negative and interrogative form of simple present tense.</li> <li>6. Students work in pairs to do Task2; to fill the missing text with correct answer in the bracket.</li> <li>7. Students work in pairs to do Task3: to match Column A and B with correct answers.</li> <li>8. Students individually do Task4: to choose one of the pictures in Task3 and make the mind map about it.</li> </ol>			
<b>C</b>	<p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. The teacher submits students' final composition.</li> <li>2. The teacher does reflection with the students about what have been learned.</li> <li>3. The teacher explains the activities in the next meeting.</li> <li>4. The teacher says thank you and ends the lesson.</li> </ol>			

# **APPENDIX E**

## **COURSE GRID**

## Course Grid

**School** : SMP N 2 GAMPING  
**Grade** : VII  
**Skill** : Writing  
**Time Allocation** : 2 x 40 minutes

Meeting	Standard of competence	Basic competency Topic	Indicator	Material	Activities	Time
1 <sup>st</sup> meeting (Cycle I)	Expressing the meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.	<ol style="list-style-type: none"> <li>1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text.</li> <li>2. Students are expected to be able to identify the generic structure of descriptive text.</li> <li>3. Students are expected to be able to mention nouns and adjectives required in writing descriptive text.</li> <li>4. Students are expected to be able to write sentence about descriptive text</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive Text                             <ol style="list-style-type: none"> <li>a. My House</li> </ol> </li> <li>2. The function and the characteristic of descriptive texts.                             <ol style="list-style-type: none"> <li>a. The function of descriptive texts is to describe a particular person, places or things.</li> <li>b. The main parts of descriptive texts:                                     <ol style="list-style-type: none"> <li>1) Identification: It identifies things or objects that is going to be described. It is</li> </ol> </li> </ol> </li> </ol>	<p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• Students answer the teacher's questions.                             <ul style="list-style-type: none"> <li>✓ ("Do you ever describe something?")</li> <li>✓ ("Do you know about descriptive text?")</li> <li>✓ ("Do you know about the generic structure?")</li> <li>✓ ("Do you know about mind map?")</li> </ul> </li> <li>• Students read a descriptive text with the mind mapping entitled "My house".</li> <li>• Students listen to an</li> </ul>	2x40 minutes

				<p>the part of the paragraph that introduces the character.</p> <p>2) Description: It describes the parts, qualities, and characteristics of the objects.</p> <p>c. Language features:</p> <p>1) Simple present tense. Pattern: S + V1</p> <p>2) Adjectives: Age: Old, new Size: Big, small, short, tall Colour: White, black, blue</p> <p>3) Nouns: House, clothes, door</p>	<p>explanation about the descriptive text with the mind mapping.</p> <ul style="list-style-type: none"> <li>Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>Students work in pairs to do Task1; to write down each room in a house and things inside.</li> <li>Students work in pairs to do Task2; to write sentences based on some questions about house description.</li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>Students work in pairs to do Task3; to describe and to write all things in the</li> </ul>	
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					<p>bedroom and living rooms with correct sentences.</p> <ul style="list-style-type: none"><li>• Students individually do Task4; to describe things in their own house in a short paragraph with correct sentences.</li></ul>	
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## Course Grid

**School** : SMP N 2 GAMPING  
**Grade** : VII  
**Skill** : Writing  
**Time Allocation** : 2 x 40 minutes

Meeting	Standard of competence	Basic competency Topic	Indicator	Material	Activities	Time
2 <sup>nd</sup> meeting (Cycle I)	Expressing the meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.	<ol style="list-style-type: none"> <li>1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text.</li> <li>2. Students are expected to be able to identify the generic structure of descriptive text.</li> <li>3. Students are expected to be able to identify the use of auxiliary correctly.</li> <li>4. Students are expected to be able to write sentence about descriptive text through a mind map.</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive Texts                             <ol style="list-style-type: none"> <li>a. My House</li> </ol> </li> <li>2. The function and the characteristic of descriptive texts.                             <ol style="list-style-type: none"> <li>a. The function of descriptive texts is to describe a particular person, places or things.</li> <li>b. The main parts of descriptive texts:                                     <ol style="list-style-type: none"> <li>1) Identification: It identifies things or objects that is going to be described. It is the part of the</li> </ol> </li> </ol> </li> </ol>	<p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• Students read a descriptive text with the mind mapping entitled “My house”.</li> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of the descriptive text.</li> </ul>	2x40 minutes

				<p>paragraph that introduces the character.</p> <p>2) Description:</p> <p>3) It describes the parts, qualities, and characteristics of the objects.</p> <p>c. Language features:</p> <p>1) Simple present Pattern: S + V1</p> <p>2) The formula of auxiliary: S + tobe + adjectives/ nouns. Ex: -I am a teacher -I am a good teacher -I am smart.</p> <p>3) S + Has/Have + Nouns Ex: -I have a cat -She has a cat</p>	<ul style="list-style-type: none"> <li>• Students listen to an explanation about auxiliary.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students work in pairs to do Task1; to make a sentence based on <i>Auxiliary</i></li> <li>• Students work in pairs to do Task2; to complete the text with the correct words in the bracket.</li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students individually do Task3; to make a mind map about their own house.</li> </ul>
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## Course Grid

**School** : SMP N 2 GAMPING  
**Grade** : VII  
**Skill** : Writing  
**Time Allocation** : 2 x 40 minutes

Meeting	Standard of competence	Basic competency Topic	Indicator	Material	Activities	Time
3 <sup>rd</sup> meeting (Cycle I)	Expressing the meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptably to interact with the closest environment in the form of descriptive texts.	<ol style="list-style-type: none"> <li>1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text.</li> <li>2. Students are expected to be able to identify the generic structure of descriptive text.</li> <li>3. Students are expected to be able to identify the use of auxiliary correctly.</li> <li>4. Students are expected to be able to write sentence about descriptive text through a mind map.</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive Texts                             <ol style="list-style-type: none"> <li>a. My School</li> </ol> </li> <li>2. The function and the characteristic of descriptive texts.                             <ol style="list-style-type: none"> <li>a. The function of descriptive texts is to describe a particular person, places or things.</li> <li>b. The main parts of descriptive texts:                                     <ol style="list-style-type: none"> <li>1) Identification: It identifies things or objects that is going to be described. It is</li> </ol> </li> </ol> </li> </ol>	<p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• Students read a descriptive text with the mind mapping entitled “My School”.</li> <li>• Students listen to an explanation about the descriptive text with the mind mapping.</li> <li>• Students listen to an explanation of the generic structure of the descriptive text</li> </ul>	2x40 minutes

				<p>the part of the paragraph that introduces the character.</p> <p>2) Description:</p> <p>3) It describes the parts, qualities, and characteristics of the objects.</p> <p>c. Language features:</p> <p>1) Simple present tense. Pattern: S + V1</p> <p>2) The formula of auxiliary: S + tobe + adjectives/ nouns. Ex: -I am a teacher -I am a good teacher -I am smart.</p> <p>3) S + Has/Have + Nouns Ex: -I have a cat</p>	<p>including social purpose and language features.</p> <ul style="list-style-type: none"> <li>• Students listen to explanation about auxiliary.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students work in pairs to do Task1; to complete the text with the words in the bracket using correct auxiliaries.</li> <li>• Students are asked to work in pairs to do Task2; to write at least 10 sentences based on the mind map about “My</li> </ul>	
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				-She has a cat	School”. <i>Production</i> <ul style="list-style-type: none"><li>• Students individually are asked to do Task3; to make their own mind map about “School” or “House” and then write a short paragraph about it.</li></ul>	
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## Course Grid

**School** : SMP N 2 GAMPING  
**Grade** : VII  
**Skill** : Writing  
**Time Allocation** : 2 x 40 minutes

Meeting	Standard of competence	Basic competency Topic	Indicator	Material	Activities	Time
1 <sup>st</sup> meeting (Cycle II)	Expressing the meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptably to interact with the closest environment in the form of descriptive texts.	<ol style="list-style-type: none"> <li>1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text.</li> <li>2. Students are expected to be able to identify the generic structure of descriptive text.</li> <li>3. Students are expected to be able to make positive and negative forms of simple present tense.</li> <li>4. Students are expected to be able to write sentence about descriptive text through a mind map.</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive Texts                             <ol style="list-style-type: none"> <li>a. Pasha “Ungu”</li> </ol> </li> <li>2. The function and the characteristic of descriptive texts.                             <ol style="list-style-type: none"> <li>a. The function of descriptive texts is to describe a particular person, places or things.</li> <li>b. The main parts of descriptive texts:                                     <ol style="list-style-type: none"> <li>1) Identification: It identifies things or objects that is going to be described. It is</li> </ol> </li> </ol> </li> </ol>	<p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• The students read a descriptive text with the mind mapping entitled “Pasha Ungu”.</li> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of</li> </ul>	2x40 minutes

				<p>the part of the paragraph that introduces the character.</p> <p>2) Description:</p> <p>3) It describes the parts, qualities, and characteristics of the objects.</p> <p>c. Language features:</p> <p>1) Simple present tense.</p> <p>Positive Pattern: S + V1(s/es)</p> <p>Ex: -You go to school -She goes to school</p> <p>Negative Pattern: S + do/does + not + V1</p> <p>Ex: -I do not go to school</p>	<p>the descriptive text including social purpose and language features.</p> <ul style="list-style-type: none"> <li>• Students listen to explanation about positive and negative forms of simple present tense required in writing descriptive text.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students guided by the teacher are asked to do Task1; to make a positive form of simple present tense.</li> <li>• Students guided by the teacher are asked</li> </ul>	
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				<p>-She does not go to school</p>	<p>to do Task2; to make a negative form of simple present tense.</p> <ul style="list-style-type: none"> <li>• Students work in pairs to do Task3; to match each sentence in the bracket with the picture using mind mapping</li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students individually do Task4; to complete the unfinished text entitled “Ahmad Dhani” with their own ideas.</li> </ul>	
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## Course Grid

**School** : SMP N 2 GAMPING  
**Grade** : VII  
**Skill** : Writing  
**Time Allocation** : 2 x 40 minutes

Meeting	Standard of competence	Basic competency Topic	Indicator	Material	Language focus Activities	Time
2 <sup>nd</sup> meeting (Cycle II)	Expressing the meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.	Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptably to interact with the closest environment in the form of descriptive texts.	<ol style="list-style-type: none"> <li>1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text.</li> <li>2. Students are expected to be able to identify the generic structure of descriptive text.</li> <li>3. Students are expected to be able to identify (simple present tense) correctly</li> <li>4. Students are expected to be able to write sentence about descriptive text through a mind map.</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive Texts                             <ol style="list-style-type: none"> <li>a. Messi</li> </ol> </li> <li>2. The function and the characteristic of descriptive texts.                             <ol style="list-style-type: none"> <li>a. The function of descriptive texts is to describe a particular person, places or things.</li> <li>b. The main parts of descriptive texts:                                     <ol style="list-style-type: none"> <li>1) Identification: It identifies things or objects that is going to be described. It is</li> </ol> </li> </ol> </li> </ol>	<i>Presentation</i> <ul style="list-style-type: none"> <li>• Students read a descriptive text with mind mapping about entitled “Lionel Messi”.</li> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of</li> </ul>	2x40 minutes

				<p>the part of the paragraph that introduces the character.</p> <p>2) Description:</p> <p>3) It describes the parts, qualities, and characteristics of the objects.</p> <p>c. Language features:</p> <p>1) Simple present tense.</p> <p>Positive Pattern: S + V1(s/es)</p> <p>Ex: -You go to school -She goes to school</p> <p>Negative Pattern: S + do/does + not + V1</p> <p>Ex: -I do not go to school</p>	<p>the descriptive text including social purpose and language features.</p> <ul style="list-style-type: none"> <li>• Students listen to explanation about simple present tense.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Student guided by the teacher are asked to work in pairs to do Task1; to change the sentence into negative and interrogative form of simple present tense.</li> <li>• Students work in pairs to do Task2; to</li> </ul>	
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				<p>-She does not go to school</p> <p>Interrogative Pattern: Do/Does + S + V1?</p> <p>Ex: Do you go to school? Does he go to school?</p>	<p>fill in the missing text with correct answer in the bracket.</p> <ul style="list-style-type: none"> <li>• Students work in pairs to do Task3; to match Column A and B with correct answer</li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students work in pairs to do Task4; to choose one of them which they like at most. Why? Make a mind map about it.</li> </ul>	
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# **APPENDIX F**

## **LESSON PLAN**

# LESSON PLAN

School	: Junior High School
Subject	: English
Grade/Semester	: VII / 2
Skill	: Writing
Time allocation	: 2 x 40 minutes

## A. Standards of Competence

12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.

## B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.

## C. Indicators

1. Students are expected to able to express the meaning and rhetorical steps in the form of descriptive text.
2. Students are expected to be able to identify the generic structure of descriptive text.
3. Students are expected to able to mention nouns and adjectives required in writing descriptive text.
4. Students are expected to able to write sentence about descriptive text

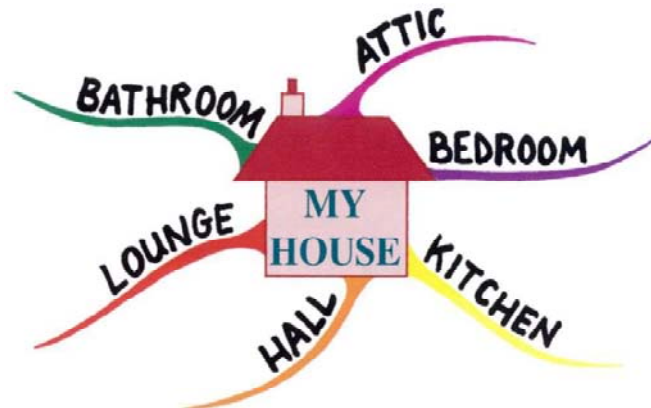
## D. Objective

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately.

## E. Materials

### A. Presentation

Look at this mind mapping about things in Naruto's house.



Then, it is possible for you to add some pictures in every branch of your mind mapping about the house.



Now, it's time for you to rewrite the mind mapping above into short paragraphs with correct sentence like the following.

#### My house

Hello my name is Naruto and I like to stay in my house because it is lovely house. I live with my parents there. Now I want to tell you about my house.

My house colour is red and there are six rooms. The first is my bedroom where I always spend a lot of time there. The second is the kitchen room. My mother cooks everyday in this room. The third is the hall. My father and I usually put clothes and shoes there. The fourth is the lounge which we usually watch Television. The

fifth is the bathroom which my parents and I usually use to take a bath. The sixth is the attic. In this room my father stores things.

Hello my name is Naruto and I like to stay in my house because it is lovely house. I live with my parents there. Now I want to tell you about my house.	<b>Identification</b>
My house colour is red and there are six rooms. The first is my bedroom which I always spend a lot of time there. The second is the kitchen room. My mother cooks everyday in this room. The third is the hall. My father usually puts clothes and shoes there. The fourth is the lounge which we usually watch Television. The fifth is the bathroom which my parents and I usually use to take a bath. The sixth is the attic. In this room my father stores things.	<b>Description</b>

### Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

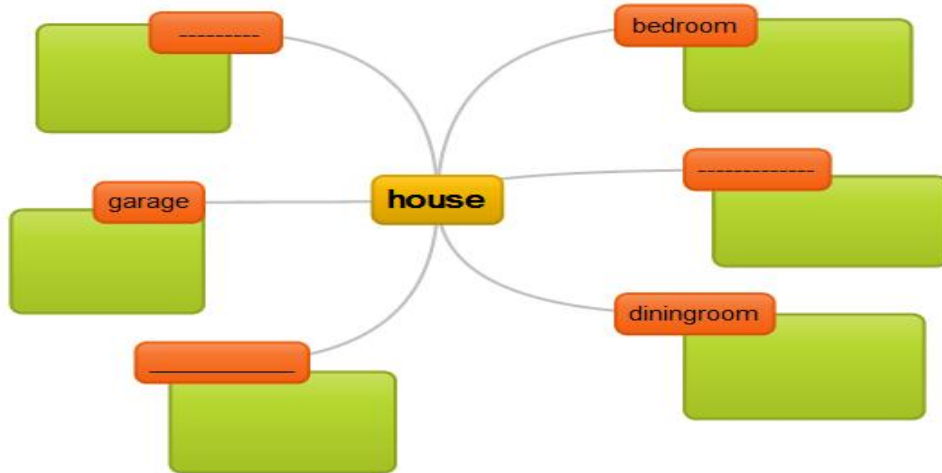
Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell.

We also have to be able to differ between nouns and adjectives. Look at the example below;

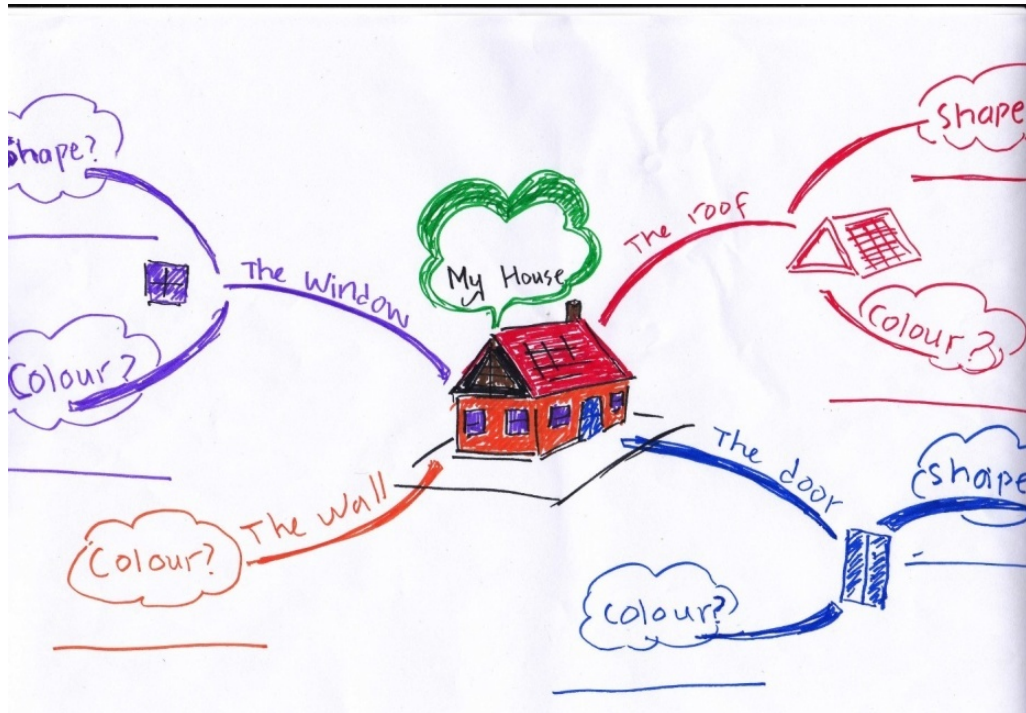
Adjectives			Nouns
Age	Size	Colour	
Old	Small	White	House
New	Big	Orange	Clothes
	Short	Black	Door
	Tall	Blue	Television
		Pink	Bedroom

B. Practice

**Task1. Write each room in a house and mention all things inside.**



**Task2. Look at the house picture below and try to answer the questions with correct sentences.**



C. Production

**Task3. Look at the bedroom and living room. Try to describe all things you see in correct sentences.**



**Task4. Make a short paragraph about your house at least 10 sentences.**

F. Method

PPP (presentation, practice, production)

G. Learning Activities

No	Activities	Time
1	<b>Pre-activity</b> <ul style="list-style-type: none"><li>• The teacher greets the students and says a prayer.</li><li>• The teacher checks students' attendance.</li><li>• The teacher checks students' preparedness.</li></ul>	10'

	<ul style="list-style-type: none"> <li>The teacher mentions the learning objective.</li> </ul>	
<b>2</b>	<p><b>Whilst-activity ( Main Activities )</b></p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>Students answer the teacher’s questions. <ul style="list-style-type: none"> <li>✓ (“Do you ever describe something?”)</li> <li>✓ (“Do you know about descriptive text?”)</li> <li>✓ (“Do you know about the generic structure?”)</li> <li>✓ (“Do you know about mind map?”)</li> </ul> </li> <li>Students are provided a model of a descriptive text with the mind mapping entitled “My house”.</li> <li>Students listen to an explanation about the descriptive text with the mind mapping.</li> <li>Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>Students are asked to work in pairs to do <b>Task1; to write down each room in a house and things inside.</b></li> <li>Students are asked to work in pairs to do <b>Task2; to write sentences based on some questions about house description.</b></li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>Students are asked to work in pairs to do <b>Task3; to describe and to write all things in the bedroom and living rooms with correct sentences.</b></li> <li>Students individually are asked to do <b>Task4; to describe things in their own house in a short paragraph with correct sentences.</b></li> </ul>	<b>60’</b>
<b>3</b>	<p><b>Post-activity</b></p> <ul style="list-style-type: none"> <li>Students submit their final compositions.</li> <li>Students listen to a brief review of the generic structure of a</li> </ul>	<b>10’</b>

	<p>descriptive text.</p> <ul style="list-style-type: none"> <li>• Students are explained about the activities in the next meeting.</li> <li>• The teacher says thank you and ends the lesson</li> </ul>	
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**H. pictures, mind mapping**

**I. Sources**

Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Buzan,T. (2011). *Mind maps for kids*. Jakarta : PT Gramedia Pustaka Utama.

<http://www.mostphotos.com/455650/children-s-bedroom>

<http://aimanstudio.deviantart.com/art/CMBG-Living-Room-1-45314574>

**J. Assessment**

- 1. Form** : writing a sentence of Descriptive text
- 2. Rubric** : writing rubric adapted from Jacob’s et al’s scoring profile in Weigle (2002:116)
- 3. Scoring** : Students’ score

**English Teacher**

**Sleman, \_\_\_\_\_**  
**Researcher**

\_\_\_\_\_

\_\_\_\_\_

# LESSON PLAN

School	: Junior High School
Subject	: English
Grade/Semester	: VII / 2
Skill	: Writing
Time allocation	: 2 x 40 minutes

## A. Standards of Competence

12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.

## B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.

## C. Indicators

1. Students are expected to able to express the meaning and rhetorical steps in the form of descriptive text.
2. Students are expected to be able to identify the generic structure of descriptive text.
3. Students are expected to be able to identify the use of auxiliary correctly.
4. Students are expected to be able to write sentences about descriptive text through a mind map.

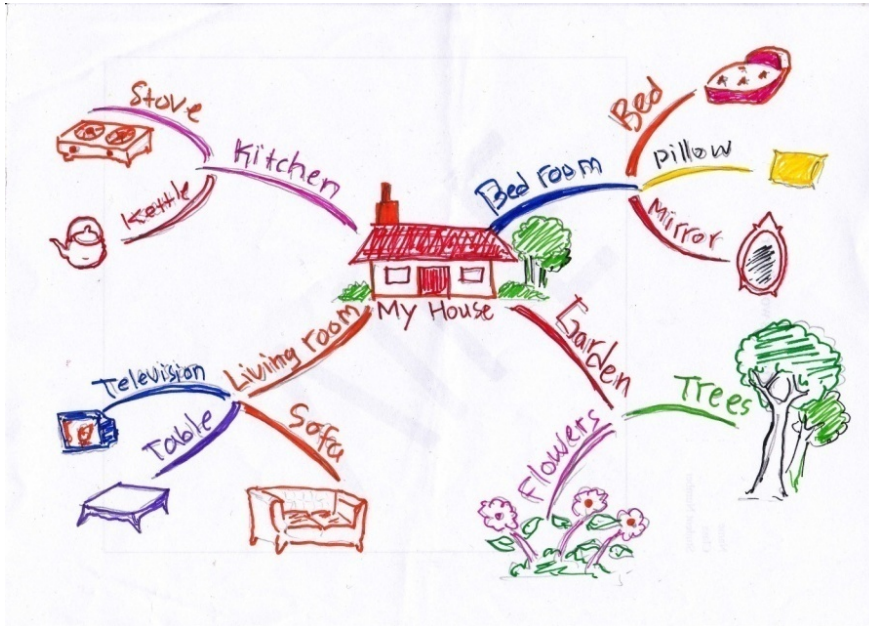
## D. Objective

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately.

## E. Materials

### A. Presentation

Look at these mind mapping in the house



### My house

Hi, friend I'm Helena. I like to stay in my house because it is a lovely house. Now I want to tell you about some rooms in my house. There are two bedrooms for me and my parents. In my bedroom there are pillows, mirror and bed. Then there is kitchen and my mother always cooks in that room. There are stove and kettle. Next, in the living room there are table, Television and sofa. Behind my house there are trees and flowers. Now, do you want to tell me about your house?

### Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell.

<b>Explanation</b>	<b>Example</b>
<b>Is;</b> used when it is singular	There is a book.
<b>Are;</b> used when it is plural	There are books

The formula of auxiliary; S + **To be** + **adjective/ noun**

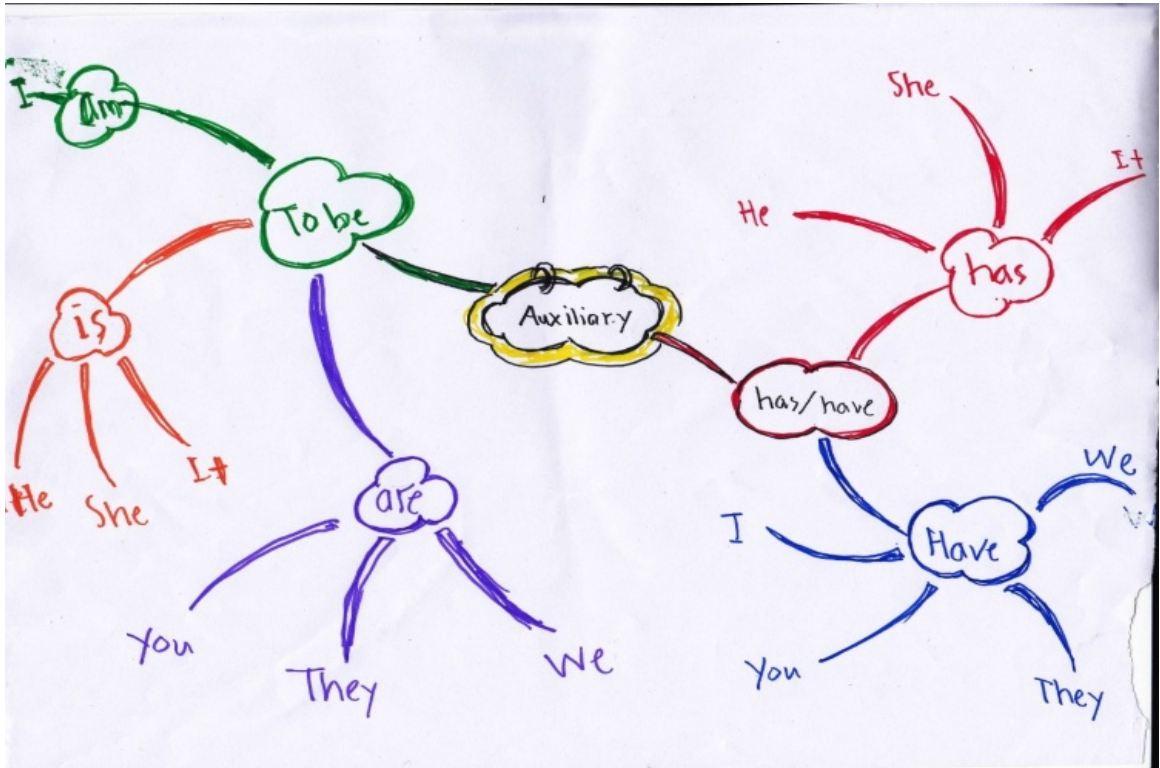
<b>Subject</b>	<b>To be</b>	<b>Adjectives</b>	<b>Nouns</b>
I	am	smart	teacher
You	are	Diligent	student
They		thirsty	man
We		honest	woman
She	Is	lazy	nurse
He		strong	farmer
It		big	army

The formula of auxiliary; S + Have/Has + Noun

<b>Subject</b>	<b>Has/Have</b>	<b>Nouns</b>
I	have	bike
You		bedroom
They		clothes
We		Shoes
She	has	flower
He		table
It		park

### B. Practice

This is a mind map to make you easy to remember about all formula above:



C. Practice

**Task1. Make a sentence based on these auxiliaries**

Auxiliaries	Sentence
1. Am	
2. Are	
3. Is	
4. Has	
5. Have	

**Task2. Read the following text about “My House” and complete the text with correct answers in the bracket.**

Want	bedroom	living room	name
lovely	cooks	take a bath	seven
colour	put	garage	locks

### My House

Hello my \_\_\_\_\_ is Alehindro. My family and I like stay in my \_\_\_\_\_ house. Now I \_\_\_\_\_ to tell you about my house. My house \_\_\_\_\_ is white and there are \_\_\_\_\_ rooms. The first is my \_\_\_\_\_ where I always spend my time and sleep there. The second is the kitchen room. My mother \_\_\_\_\_ everyday in this room. The third is the hall. My father and I usually \_\_\_\_\_ clothes and shoes there. The fourth is the \_\_\_\_\_ which we usually enjoy and watch Television. The fifth is the bathroom which my parents and I usually use to \_\_\_\_\_. The sixth is \_\_\_\_\_ where we usually put our bike and car there. In the night, my father always \_\_\_\_\_ the garage to keep it safe from thieves.

D. Production

**Task3. Make your own mind map about your house and you can draw pictures on it.**

### F. Method

PPP (presentation, practice, production)

### G. Learning Activities

No	Activities	Time
1	<b>Pre-activity</b> <ul style="list-style-type: none"> <li>The teacher greets the students and says a prayer.</li> <li>The teacher checks students' attendance.</li> <li>The teacher checks students' preparedness.</li> <li>The teacher mentions the learning objective.</li> </ul>	10'
2	<b>Whilst-activity (Main Activities)</b> <i>Presentation</i> <ul style="list-style-type: none"> <li>Students are provided a model of a descriptive text with the mind</li> </ul>	60'

	<p>mapping entitled “My house”.</p> <ul style="list-style-type: none"> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>• Students listen to an explanation about auxiliary.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students are asked to work in pairs to do <b>Task1; to make a sentence based on Auxiliary.</b></li> <li>• Students are asked to work in pairs to do <b>Task2; to complete the text with correct the words in the bracket.</b></li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students individually are asked to do <b>Task3; to make a mind map about their own house.</b></li> </ul>	
<b>3</b>	<p><b>Post-activity</b></p> <ul style="list-style-type: none"> <li>• Students submit their final compositions.</li> <li>• Students listen to a brief review of the generic structure of a descriptive text.</li> <li>• Students are explained about the activities in the next meeting.</li> <li>• The teacher says thank you and ends the lesson</li> </ul>	<b>10’</b>

## H. pictures, mind mapping

### I. Sources

Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

### J. Assessment

**1. Form : writing a sentence of Descriptive text**

**2. Rubric : writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116)**

**3. Scoring : Students' score**

**English Teacher**

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**Sleman, \_\_\_\_\_  
Researcher**

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# LESSON PLAN

School	: Junior High School
Subject	: English
Grade/Semester	: VII / 2
Skill	: Writing
Time allocation	: 2 x 40 minutes

## A. Standards of Competence

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## C. Indicators

1. Students are expected to able to express the meaning and rhetorical steps in the form of descriptive text.
2. Students are expected to be able to identify the generic structure of descriptive text.
3. Students are expected to able to identify the use of auxiliary correctly.
4. Students are expected to able to write sentences about descriptive text through a mind map.

## D. Objective

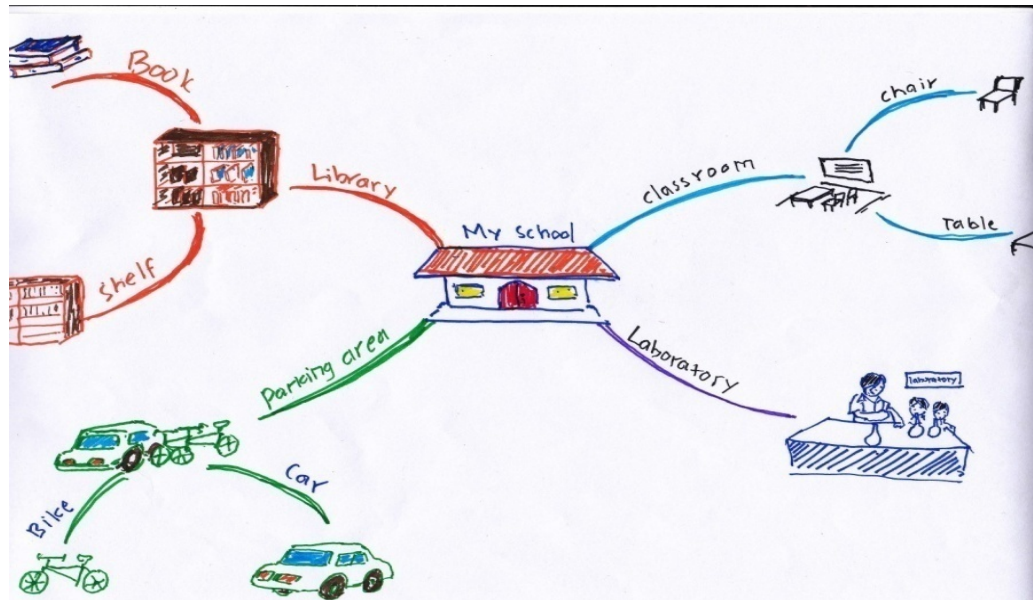
At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately.

## E. Materials

### A. Presentation

Look at these mind mapping in the school

My School



My name is Ali. I'm twelve years old and I live in Gamping Yogyakarta. I'm in class VII E at SMP N 2 GAMPING. It is a good school. It has many facilities and I want to tell you some of them. There is one library in my school. It has clean shelves and many books. The students usually come to read any book. The school has a wide parking area. There are many students' bike and teachers' motorcycle. It also has a good laboratory. The teacher and students usually do scientific tests in that room. Then, it has many classrooms from VII A until IX F class. In each classroom there are many tables and chairs.

### Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell.

<b>Explanation</b>	<b>Example</b>
<b>Is;</b> used when it is singular	There is a book.
<b>Are;</b> used when it is plural	There are books

The formula of auxiliary; S + **tobe** + **adjective/ noun**

<b>Subject</b>	<b>Tobe</b>	<b>Article</b>	<b>Adjectives</b>	<b>Nouns</b>
I	am	a	smart	teacher
You	are	a	diligent	student
They		a	thirsty	man
We		a	honest	woman
She	is	a	lazy	nurse
He		a	strong	farmer
It		a	big	army

The formula of auxiliary; S + Tobe + Noun

<b>Subject</b>	<b>Has/Have</b>	<b>Article</b>	<b>Nouns</b>
I	have	a	bike
You		a	bedroom
They		a	clothes
We		a	shoes
She	has	a	Flower
He		a	table
It		a	park

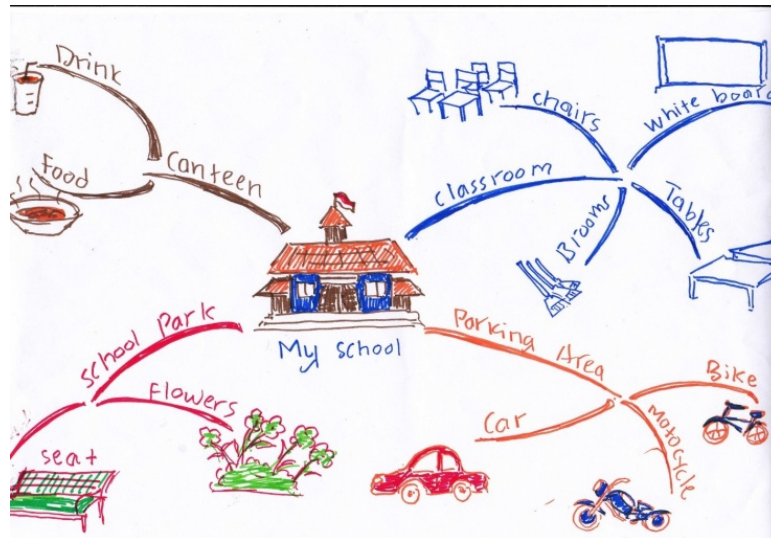
B. Practice

**Task1. Read the following descriptive text about “my SPEROGA” and then change the words in the brackets with correct verbs (simple present tense).**

My SPEROGA

I study at SMP N 2 GAMPING and people usually call it SPEROGA. It .... (1) (is/ are) located at Jln. Trihanggo, Gamping, Sleman. My school .... (2) (is/ are) big. It .... (3) (has/ have) 18 classrooms, ten toilets, a library, a teacher room. It .... (4) (has/ have) a beautiful school park in the centre of the school. There .... (5) (is/ are) two large parking area that the teachers and students usually put their bikes. There .... (6) (is/are) a big hall in front of the school. Each classroom.... (7) (has/have) a clean whiteboard, tables and chairs. The students usually have four brooms to clean the class. There .... (8) (is/are) two laboratories in my school. Behind the school there .... (9) (is/are) a beautiful mosque that we usually use to pray. There .... (10) (is/are) a canteen behind the school. Many students look for food and drinks there in break time.

**Task2. Look at the following mind mapping about “My School” and then make at least 10 sentences based on the mind map.**



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C. Production

**Task3. Make your own mind map about “School” or “House”. Then make a short paragraphs based the mind map.**

**F. Method**

PPP (presentation, practice, production)

**G. Learning Activities**

No	Activities	Time
1	<p><b>Pre-activity</b></p> <ul style="list-style-type: none"> <li>• The teacher greets the students and says a prayer.</li> <li>• The teacher checks students’ attendance.</li> <li>• The teacher checks students’ preparedness.</li> <li>• The teacher mentions the learning objective.</li> </ul>	10’
2	<p><b>Whilst-activity ( Main Activities )</b></p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• Students are provided a model of a descriptive text with the mind mapping entitled “My School”.</li> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>• Students listen to an explanation about auxiliary.</li> </ul>	60’

	<p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students are asked to work in pairs to do <b>Task1; to complete the text with the words in the bracket using correct auxiliaries.</b></li> <li>• Students are asked to work in pairs to do <b>Task2; to write at least 10 sentences based on the mind map about “My School”.</b></li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students individually are asked to do <b>Task3; to make their own mind map about “School” or “House” and write a short paragraph about it.</b></li> </ul>	
<b>3</b>	<p><b>Post-activity</b></p> <ul style="list-style-type: none"> <li>• Students submit their final compositions.</li> <li>• Students guided by the teacher do a brief reflection about what have just been learned.</li> <li>• Students are explained about the activities in the next meeting.</li> <li>• The teacher says thank you and ends the lesson</li> </ul>	<b>10’</b>

#### **H. pictures, mind mapping**

#### **I. Sources**

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#### **J. Assessment**

- 1. Form** : writing a sentence of Descriptive text
- 2. Rubric** : writing rubric adapted from Jacob’s et al’s scoring profile in Weigle (2002:116)
- 3. Scoring** : Students’ score

**English Teacher**

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**Sleman, \_\_\_\_\_**  
**Researcher**

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# LESSON PLAN

School	: Junior High School
Subject	: English
Grade/Semester	: VII / 2
Skill	: Writing
Time allocation	: 2 x 40 minutes

## A. Standards of Competence

12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.

## B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.

## C. Indicators

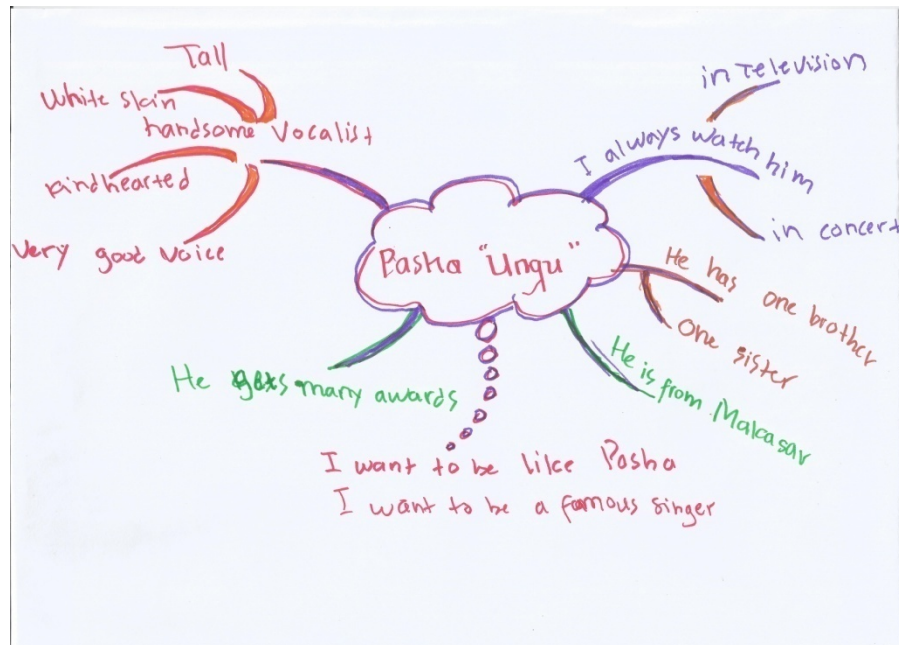
1. Students are expected to able to express the meaning and rhetorical steps in the form of descriptive text.
2. Students are expected to be able to identify the generic structure of descriptive text.
3. Students are expected to able to make a positive and negative forms of simple present tense required.
4. Students are expected to able to write sentences about descriptive text through a mind map.

## D. Objective

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately.

## E. Materials

### A. Presentation



### Pasha "Ungu"

I am a fan of Indonesian music especially Ungu. I like it because Ungu has a handsome vocalist named Pasha. I am a big fan of him. I always watch when he performs not only in television but I often buy ticket to go to his concert. He is not only handsome but kindhearted. He has very good voice and has many awards. He has white skin and tall. He is from Makasar and the second in his family. He has one brother and one sister. In the future I want to be like him. I want to be famous singer.

### Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and go.

We use the simple present tense when:

- The action is general
- The action happens all the time and habitually.
- The action is not happening now

The positive form formula of simple present tense:

The formula	Examples	
(+ S + V1	S	V1
Not Using S/es	I	go
	You	go
	They	go
	We	go
Using S/es	She	goes
	He	goes
	It	goes

The negative form formula of simple present tense:

The formula	Examples			
(+ S + do/does +not +V1	S	Do/does	Not	VI
	I	do	not	go
	You	do	not	go
	They	do	not	go
	We	do	not	go
	She	does	not	go
	He	does	not	go
	It	does	not	go

B. Practice

**Task1. Make a positive form of simple present tense based on these Pronouns and verbs.**

No.	Pronoun	Verbs	Examples
1	I	Go	
2	You	Give	
3	They	Has/Have	
4	We	Wear	
5	He	Use	
6	It	Want	

**Task2. Make a negative form of simple present tense based on these Pronouns and verbs.**

No.	Pronoun	Verbs	Examples
1	I	Go	
2	You	Give	
3	They	Has/Have	
4	We	Wear	
5	He	Use	
6	It	Want	

**Task3. Look at the picture and work in pairs. Your task is as follows;**

**Match each sentence in the bracket with the picture using mind mapping**

He is a singer He is still single He has many fans especially girls He has handsome face She is from Betawi She is a senior artist Her scream is too noisy We can see her on comedy program	He is comedian He has married He has many fans especially who like comedy She always talk gently and slowly She has Morena Dance She is always update at fashioning She sings many songs on television
She is comedian She is old woman She has wrinkle skin She always talks loudly His smile is sweet	She is a singer She is still single She is famous for her beauty She has very pretty face He has funny face

<p>He always uses a glass          He is still studying at university          He sings many songs on the stage</p>	<p>He has unique lips          His hair is always short          He has children          He has talk show in television</p>
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C. Production

**Task4. Complete the unfinished text below with your own ideas.**

Ahmad Dhani

I have a favorite artist in Indonesia. His name is Ahmad Dhani. He is musician. He can play many music instruments like guitar, piano, and so on. He is also very good at creating songs.

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## F. Method

PPP (presentation, practice, production)

## G. Learning Activities

No	Activities	Time
1	<b>Pre-activity</b> <ul style="list-style-type: none"><li>• The teacher greets the students and says a prayer.</li><li>• The teacher checks students' attendance.</li><li>• The teacher checks students' preparedness.</li><li>• The teacher mentions the learning objective.</li></ul>	10'
2	<b>Whilst-activity ( Main Activities )</b> <p><i>Presentation</i></p> <ul style="list-style-type: none"><li>• Students are provided a model of a descriptive text with the mind mapping entitled "Pasha Ungu".</li><li>• Students listen to an explanation about the descriptive text with the mind mapping.</li><li>• Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li><li>• Students listen to explanation about positive and negative forms of simple present tense.</li></ul> <p><i>Practice</i></p> <ul style="list-style-type: none"><li>• Students guided by the teacher are asked to do <b>Task1; to make a positive form of simple present tense.</b></li><li>• Students guided by the teacher are asked to do <b>Task2; to make a negative form of simple present tense.</b></li><li>• Students are asked to work in pairs to do <b>Task3; to match each sentence in the bracket with the pictures using mind mapping.</b></li></ul>	60'

	<p><b><i>Production</i></b></p> <ul style="list-style-type: none"> <li>• Students individually are asked to do <b>Task4; to complete the unfinished text entitled “Ahmad Dhani” with their own ideas.</b></li> </ul>	
<b>3</b>	<p><b>Post-activity</b></p> <ul style="list-style-type: none"> <li>• Students submit their final compositions.</li> <li>• Students guided by the teacher do a brief reflection about what have just been learned.</li> <li>• Students are explained about the activities in the next meeting.</li> <li>• The teacher says thank you and ends the lesson.</li> </ul>	<b>10’</b>

**H. pictures, mind mapping**

**I. Sources**

Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

<http://www.dreamstime.com/royalty-free-stock-photo-cartoon-people-image28656615>

**J. Assessment**

- 1. Form** : writing a sentence of Descriptive text
- 2. Rubric** : writing rubric adapted from Jacob’s et al’s scoring profile in Weigle (2002:116)
- 3. Scoring** : Students’ score

**English Teacher**

**Sleman,**\_\_\_\_\_

**Researcher**

\_\_\_\_\_

\_\_\_\_\_

# LESSON PLAN

School	: Junior High School
Subject	: English
Grade/Semester	: VII / 2
Skill	: Writing
Time allocation	: 2 x 40 minutes

## A. Standards of Competence

12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment.

## B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts.

## C. Indicators

1. Students are expected to able to express the meaning and rhetorical steps in the form of descriptive text.
2. Students are expected to be able to identify the generic structure of descriptive text.
3. Students are expected to able to identify verbs (simple present tense) correctly.
4. Students are expected to able to write sentences about descriptive text through a mind map.

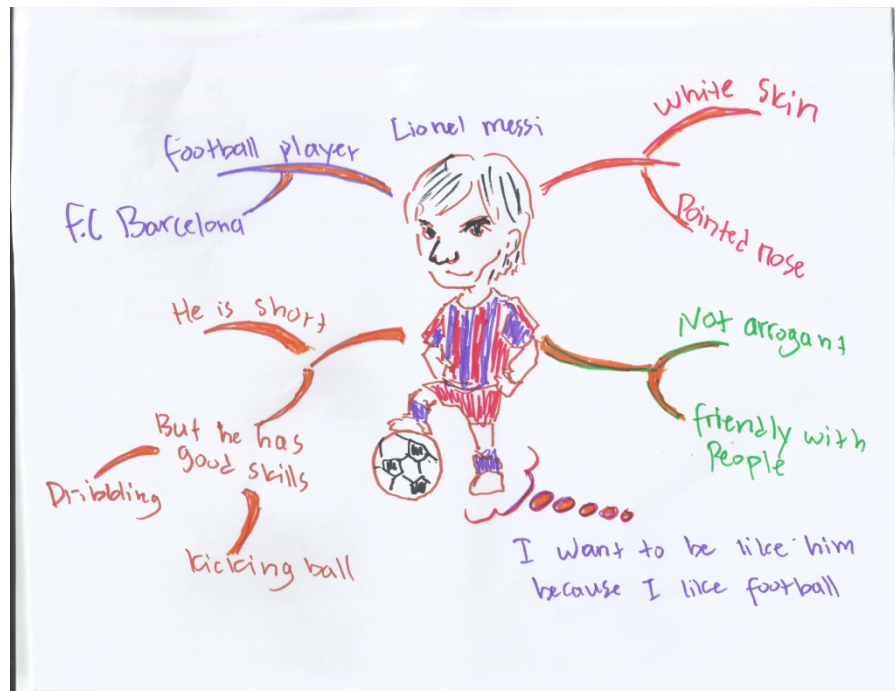
## D. Objective

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately.

## E. Materials

### A. Presentation

Look at the following Mind Map about “Messi”



I have a favorite person and his name is Lionel Messi. He is a football player from F.C Barcelona. I like him because I also like football. He has white skin and pointed nose. Although he is short but he has a good skill at football including dribbling and kicking the ball. He is not arrogant but he is friendly with other people. Someday I want to be a good football player like him.

### Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell, wake up.

We use the simple present tense when:

- The action is general
- The action happens all the time and habitually.
- The action is not happening now

The positive form formula of simple present tense:

<b>The formula</b>	<b>Examples</b>	
<b>(+) S + V1</b>	<b>S</b>	<b>V1</b>
Not Using S/es	I	go
	You	go
	They	go
	We	go
Using S/es	She	goes
	He	goes
	It	goes

The negative form formula of simple present tense:

<b>The formula</b>	<b>Examples</b>			
<b>(+) S + do/does +not +V1</b>	<b>S</b>	<b>Do/does</b>	<b>Not</b>	<b>VI</b>
	I	do	not	go
	You	do	not	go
	They	do	not	go
	We	do	not	go
	She	does	not	go
	He	does	not	go
	It	does	not	go

Then there is one more formula, which is interrogative form of simple present tense:

The formula	Examples		
(+) do/does + S +V1	Do/Does	S	V1
	Do	you	go?
	Do	we	go?
	Do	they	go?
	Does	she	go?
	Does	he	go?
	Does	it	go?

#### B. Practice

**Task1. Work in a pair to change this following sentence into negative and interrogative form of simple present tense.**

Example: You buy a doll in the market

(-) You don't buy a doll in the market

(?) Do you buy a doll in the market?

1. She takes my pencil on the desk.
2. He gives me a beautiful flower.
3. They go to watch the baseball game every afternoon.
4. You sleep at 10.00 O'clock every night.
5. It catches the ball fastly.

**Task2. Work in pairs to fill in the text with correct answer in the bracket.**

**My Idol**

I \_\_\_\_\_ a favorite person named Valentino Rossi. He is a\_\_\_\_\_. I admire him because \_\_\_\_\_ is cool and fastest racer on the road. Although he \_\_\_\_\_ young he has many medal because he always\_\_\_\_\_ the competition. He is from \_\_\_\_\_. Many people in Indonesia \_\_\_\_\_ him. However, I \_\_\_\_\_ to be a racer because it is a \_\_\_\_\_ sport. I like to be \_\_\_\_\_ without getting a race on the road.

Racer	win
Have	don't like
Is	mechanic
He	dangerous
Idolize	Italy

**Task3. Match Column A and B with correct answer**

A	B
a. Pasha (UNGU)	a. He has a kingdom
b. Jokowi	b. He is a football player
c. Iko Uwais	c. She is a comedian
d. Cak Lontong	d. He is a singer
e. Dewi Persik	e. He is a racer
f. Dedi Korbuser	f. She is a singer
g. HB ke X	g. He is a magician
h. Omas	h. He is a governor
i. C. Ronaldo	i. He is a comedian
j. Valentino Rossi	j. He is an actor

C. Production

**Task4. Choose one of person in Task3 you like at most. Why? Make a mind map about it.**

**F. Method**

PPP (presentation, practice, production)

## G. Learning Activities

No	Activities	Time
1	<ul style="list-style-type: none"> <li>• The teacher greets the students and says a prayer.</li> <li>• The teacher checks students' attendance.</li> <li>• The teacher checks students' preparedness.</li> <li>• The teacher mentions the learning objective.</li> </ul>	10'
2	<p><b>Whilst-activity ( Main Activities )</b></p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>• Students are provided a model of a descriptive text with mind mapping entitled "Lionel Messi".</li> <li>• Students listen to an explanation about the descriptive text with mind mapping.</li> <li>• Students listen to an explanation of the generic structure of the descriptive text including social purpose and language features.</li> <li>• Students listen to explanation about simple present tense.</li> </ul> <p><i>Practice</i></p> <ul style="list-style-type: none"> <li>• Students are asked to work in pairs to do <b>Task1; to change the sentence into negative and interrogative form of simple present tense.</b></li> <li>• Students are asked to work in pairs to do <b>Task2; to fill in the text with correct answer in the bracket.</b></li> <li>• Students are asked to work in pairs to do <b>Task3; to match Column A and B with correct answers.</b></li> </ul> <p><i>Production</i></p> <ul style="list-style-type: none"> <li>• Students are asked to work in pairs to do <b>Task4; choose one of them which they like at most. Why? Make a mind map about it.</b></li> </ul>	60'

<b>3</b>	<p><b>Post-activity</b></p> <ul style="list-style-type: none"> <li>• Students submit their final compositions.</li> <li>• Students guided by the teacher do a brief reflection about what have just been learned.</li> <li>• Students are explained about the activities in the next meeting.</li> <li>• The teacher says thank you and ends the lesson</li> </ul>	<b>10'</b>
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**H. pictures, mind mapping**

**I. Sources**

Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

<http://www.dreamstime.com/royalty-free-stock-photo-people-image28656615>

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- 3. Scoring** : Students' score

**English Teacher**

\_\_\_\_\_

**Sleman,**\_\_\_\_\_

**Researcher**

\_\_\_\_\_

**APPENDIX G**  
**STUDENTS' WORK**

### STUDENT'S WORKSHEET

Name : David  
 Class : 7E  
 Student Number :

Reader 1	Reader 2
C : 3	C : 2
o : 2	O : 3
v : 2	V : 2
L : 2	L : 2
M : 2	M : 2
<u>11</u>	<u>11</u>

#### My House

Hi! My name is David. I want to tell about my house. It is beautiful. I live with my parents and sister. There are four rooms: Bedroom, kitchen and Bathroom and Living room. My Bedroom, there is a pillow and a blanket. In kitchen, there are plate and spoon. In Bathroom, there is water. In Living room, there is a sofa.

STUDENT'S WORKSHEET

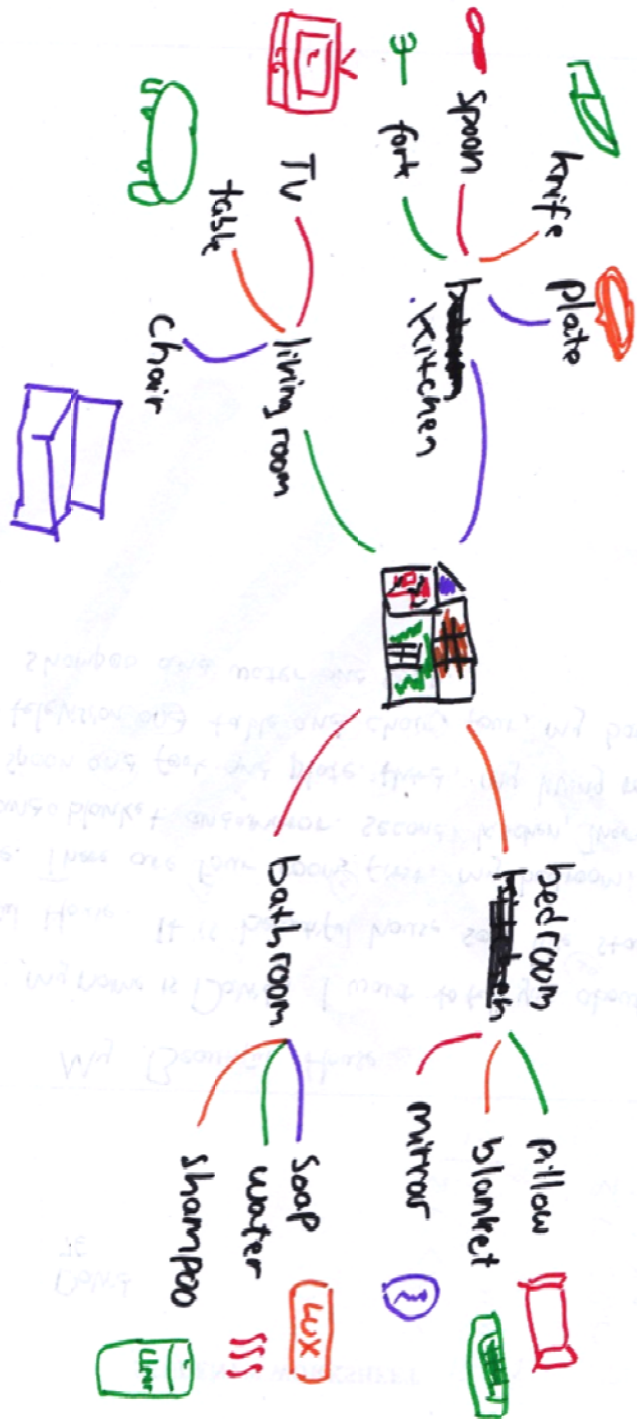
Name : David  
 Class : 7E  
 Student Number :

	Poster 1	Poster 2
C :	3	3
O :	3	2
V :	2	3
L :	2	2
M :	2	2
	<hr/>	<hr/>
	12	12

My Beautiful House

Hello, my name is David, I want to tell you about My Beautiful House. It is a beautiful house so I like to stay in My House. There are four rooms, first, my bedroom, There are a pillow and a blanket and a mirror. second, kitchen, There are knife and spoon and fork and plate. third, my living room, There are television and table and chair. four, my bathroom, There are shampoo and water and soap.

# My Beautiful House



STUDENT'S WORKSHEET

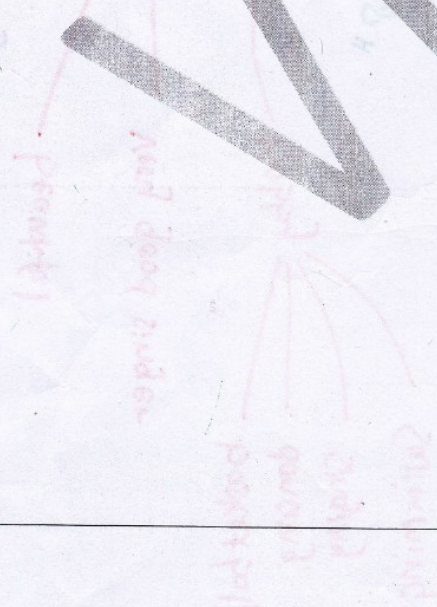
Name : David  
 Class : 7E  
 Student Number :

Rating 1  
 C : 3  
 O : 3  
 V : 4  
 L : 2  
M : 3  
 15

Rating 2  
 C : 3  
 O : 3  
 V : 3  
 L : 2  
M : 3  
 14

Nabila "JKT 48"

Hello friends, I am David. I am fan of Nabila "JKT 48". Because she is very beautiful. she is very good singer. Her full name is Nabilah Ratna Ayu Azalia. She was born 11 November 1999. Her hobby are basketball, dancing, singing, and swimming. She has white skin and her smile is so cute. So, many boy like her. She likes Anime "Fairy Tail", so I like "Fairy Tail" too.





STUDENT'S WORKSHEET

Name : Desya  
Class : 7E  
Student Number : 9

Paper 1  
C : 2  
O : 2  
V : 1  
L : 2  
M : 2  

---

9

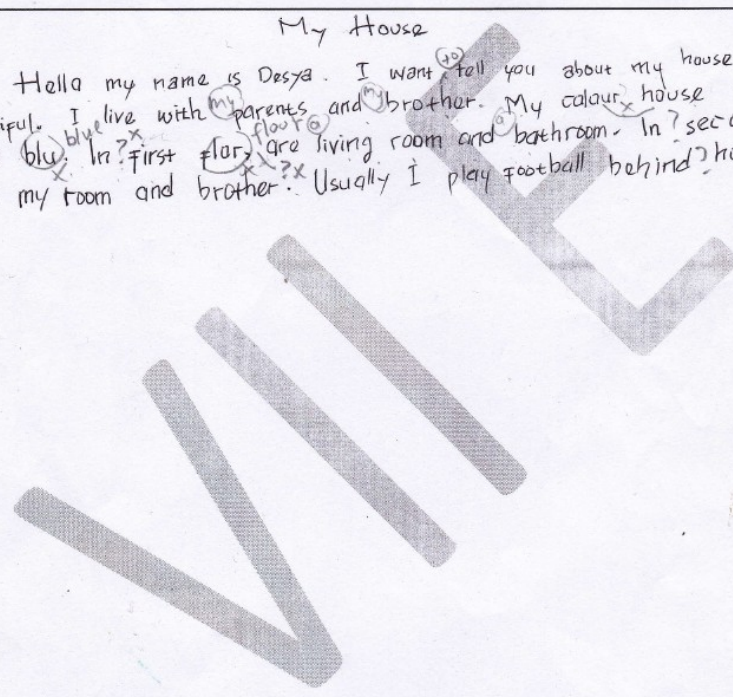
Paper 2  
C : 2  
O : 2  
V : 2  
L : 2  
M : 2  

---

10

My House

Hello my name is Desya. I want to tell you about my house. My house is beautiful. I live with my parents and brother. My colour house is white and blue. In first floor are living room and bathroom. In second floor are my room and brother. Usually I play football behind house.



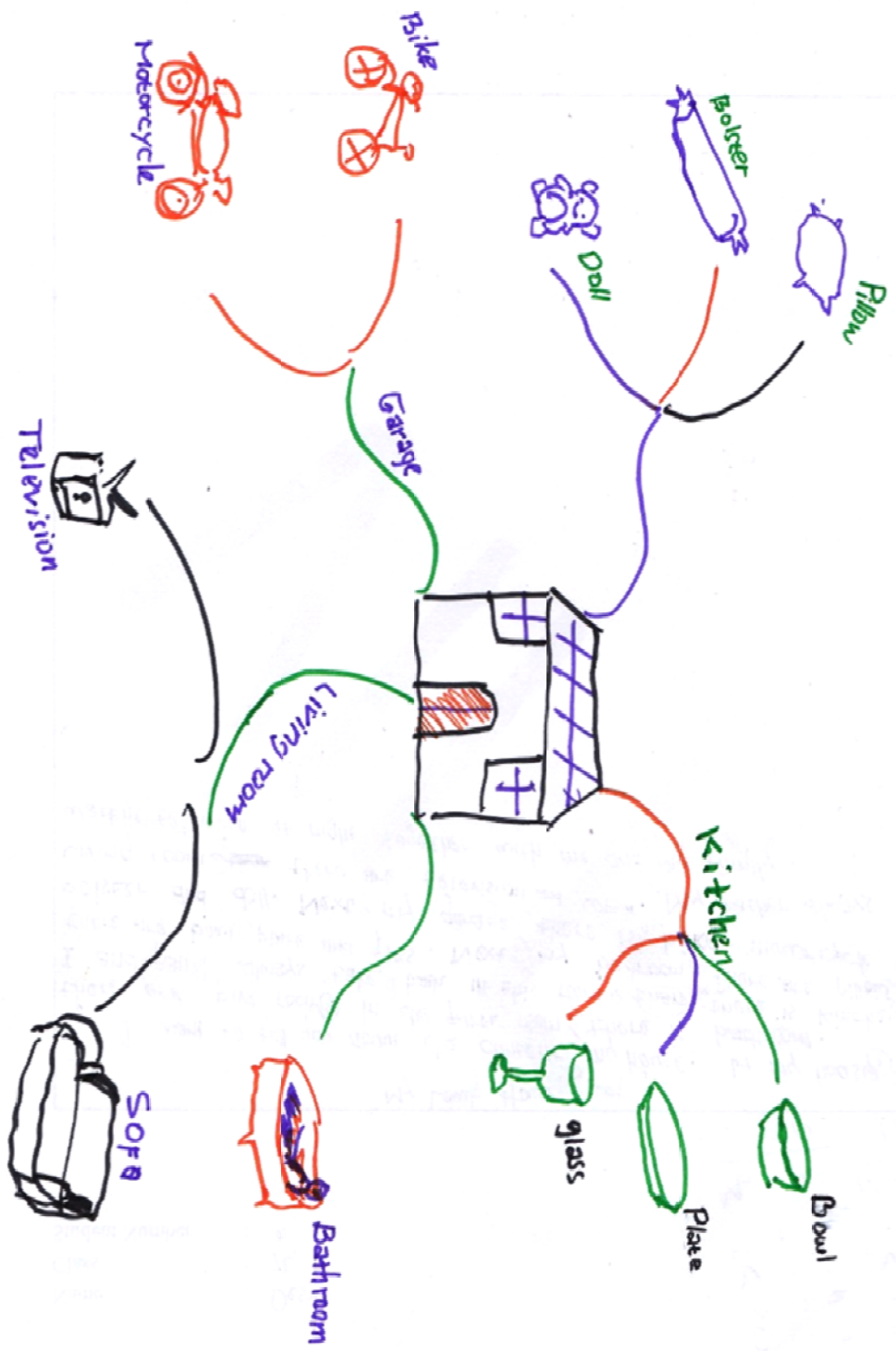
STUDENT'S WORKSHEET

Name : Desya  
 Class : 7E  
 Student Number : 9

	Rater 1	Rater 2
C	: 2	C : 2
O	: 2	O : 3
V	: 2	V : 2
L	: 2	L : 2
M	: 2	M : 2
	<hr/>	<hr/>
	10	11

My Lovely House - of

I want to tell you about the content of my house. In my house there are five rooms. In the first room there is bathroom. I and my family always take bath in this room. In the second room there is kitchen. There are bowl, plate and glass. Next to my bedroom there are pillow, bolster and doll. Next to my garage there are bike and motorcycle. My living room there are television and sofa. My father always watches television at night together with me and my family.



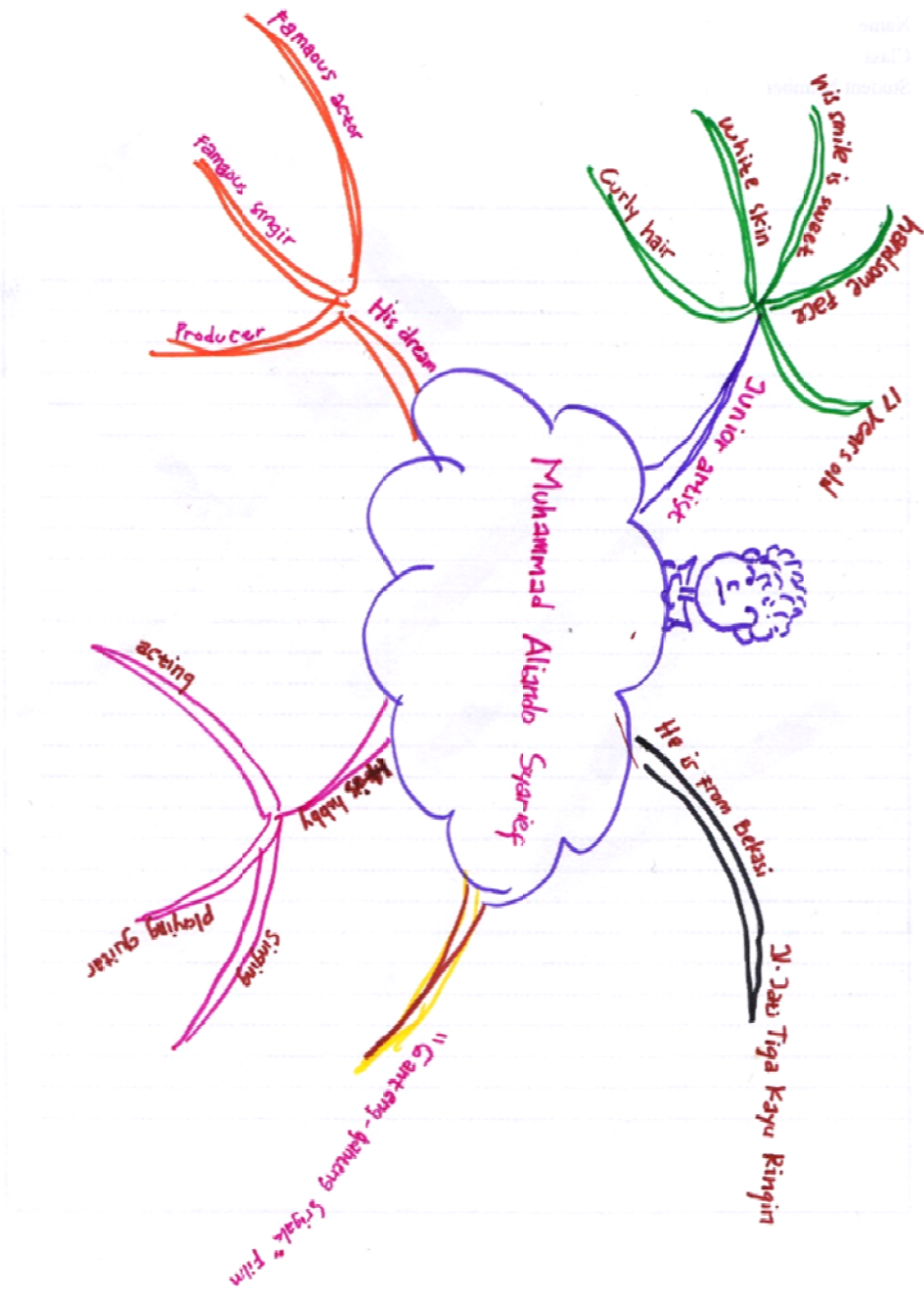
STUDENT'S WORKSHEET

Name : Desya  
Class : 7E  
Student Number : 9

Rating 1      Rating 2  
C : 3      C : 3  
O : 3      O : 3  
V : 3      V : 3  
L : 2      L : 2  
M : 3      M : 2  
14      14

Muhammad Aliando Syarif

I am a fan of Aliando. He is a Junior artist. He has handsome face. He 17 years old. He is cool and his smile is sweet. So there are many girls love him. He is from Bekasi and lives in Jalan Jati Tiga Kayu Ringin Bekasi. He is famous because his acting in "Ganteng-ganteng Srigala" film. He not only can act in sinetron but also play gitar and singing. He likes to write many lyrics with his friends. He has whiter skin and curly hair. One day he wants to be a famous actor in Indonesia and producers and also a famous singer.



STUDENT'S WORKSHEET

Name : Kintan  
Class : 7E  
Student Number :

Rater 1  
C : 2  
O : 2  
V : 2  
L : 2  
M : 2  

---

10

Rater 2  
C : 2  
O : 2  
V : 2  
L : 2  
M : 2  

---

10

My House

Hello, My name is Kintan. I want to tell you about My House.  
My House is beautiful. In My House, there are my parents and brother.  
My colour House is blue and white. There is kitchen, Bedroom and Bathroom.  
Usually I play with my brother in the back yard.

STUDENT'S WORKSHEET

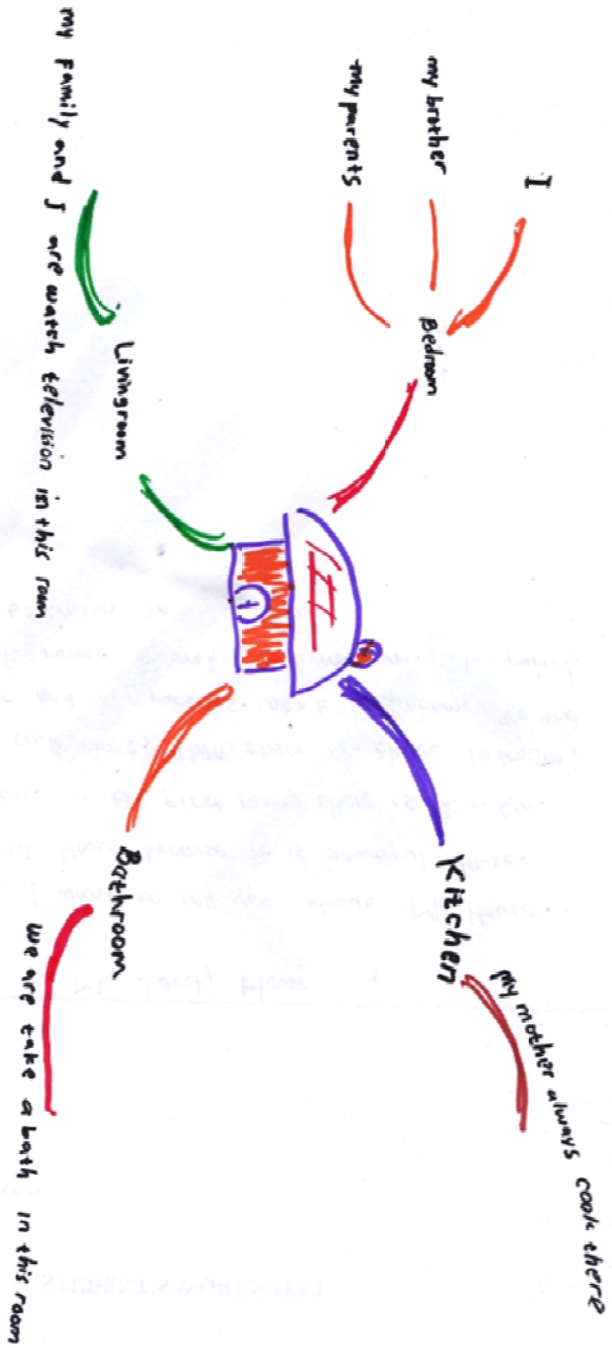
Name : Kintan  
 Class : 7E  
 Student Number :

Rater 1	Rater 2
C : 2	C : 2
D : 3	D : 3
V : 2	V : 2
L : 2	L : 2
M : 2	M : 2
11	11

My Lovely House

I am Kintan, I want to tell you about My House.  
 I like to stay in My House because it is beautiful House.  
 there are four room in the first room, there is Kitchen.  
 my mother always cook there. Then there is three bedroom  
 for me, my brother and my parents. next bathroom, we are  
 take a bath in this room. Fourth is livingroom. My family  
 and I are watch television in this room.

# My Lovely House



STUDENT'S WORKSHEET

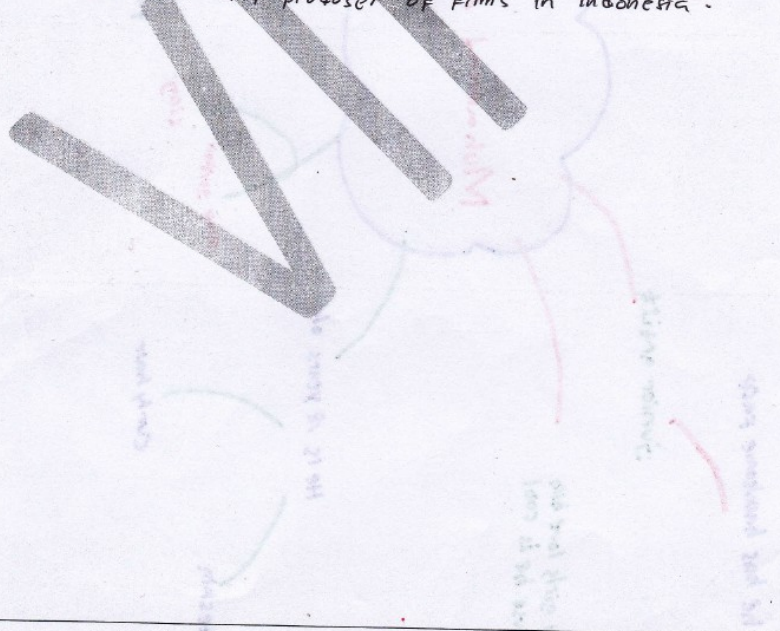
Name : Kintan  
 Class : 7E  
 Student Number :

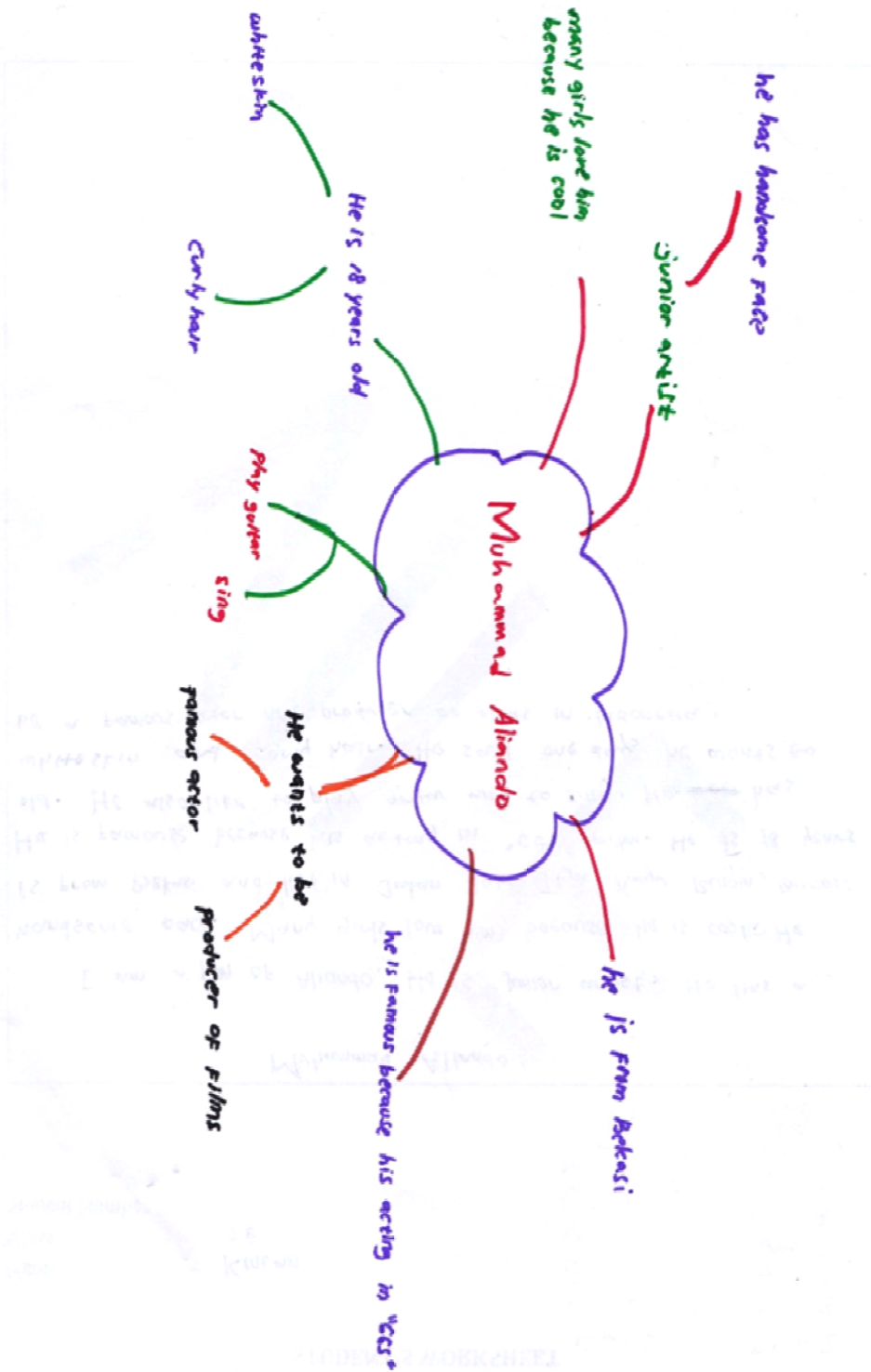
Poster 1  
 C : 3  
 O : 3  
 V : 3  
 L : 2  
 M : 3  
 14

Poster 2  
 C : 3  
 O : 3  
 V : 3  
 L : 3  
 M : 2  
 14

Muhammad Aliando

I am a fan of Aliando. He is a junior artist. He has a handsome face. Many girls love him because he is cool. He is from Bekasi and lives in Jalan Jati Tiga Kayu Ringin, Bekasi. He is famous because his acting in "GWS" film. He is 18 years old. He also likes to play guitar and to sing. He also has white skin and curly hair. He said one day, he wants to be a famous actor and producer of films in Indonesia.





STUDENT'S WORKSHEET

Name : Syahrul  
 Class : 7E  
 Student Number : 28

Robot 1	Robot 2
C : 2	C : 2
O : 2	O : 2
V : 2	V : 2
L : 1	L : 1
M : 1	M : 1
8	8

My House

Hello, my name <sup>is</sup> Syahrul, I like <sup>to</sup> stay in my house. <sup>Because</sup> it's beautiful house. There is <sup>with</sup> four rooms <sup>for</sup> my father, My mother, my sister and my room. There <sup>are</sup> also <sup>and</sup> kitchen, <sup>and</sup> living room.

C : 2  
 O : 1  
 V : 1  
 L : 2  
 M : 2  
 8

STUDENT'S WORKSHEET

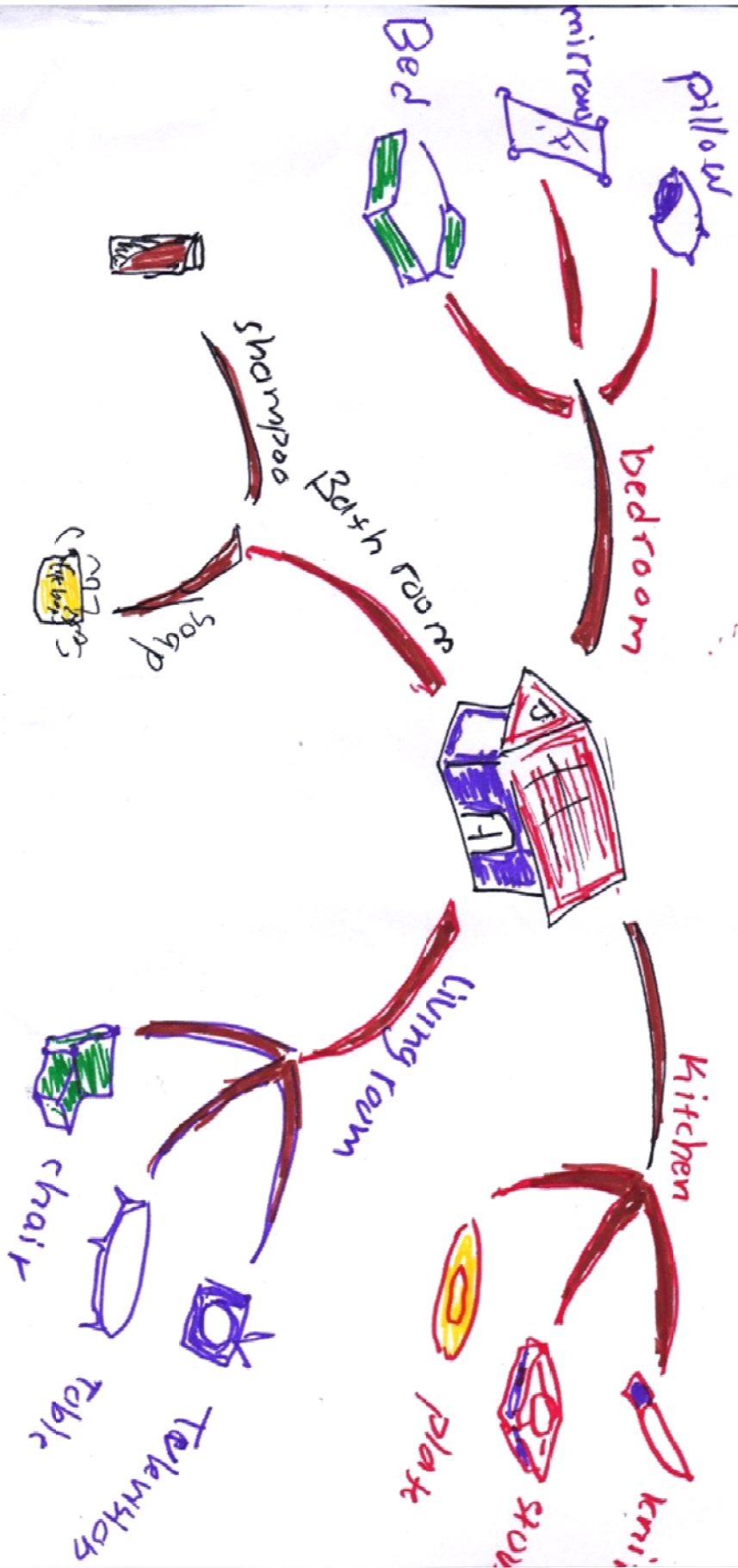
Name : syahmi  
 Class : 76  
 Student Number : 28

Rata 1		Rata 2	
C : 2		C : 2	
O : 2		O : 2	
V : 2		V : 2	
L : 2		L : 2	
M : 2		M : 2	
<hr/>		<hr/>	
10		10	

My Beautiful House

I want to tell you about my house. In my house, there are four rooms. In the first room, there is a bedroom. You can see a pillow, mirror, and bed. In the kitchen, there are a knife, stove, and plate. In my living room, there is a television and table, and chair. I like to watch television there. In my bath room, there are soap and shampoo.

# My beautiful house



STUDENT'S WORKSHEET

Name : Syahrul  
Class : 7E  
Student Number : 28

Paola 1  
Paola 2

C : 3	C : 2
O : 3	O : 3
V : 3	V : 3
L : 2	L : 3
M : 2	M : 2
<u>13</u>	<u>12</u>

Wendy "Cagur"

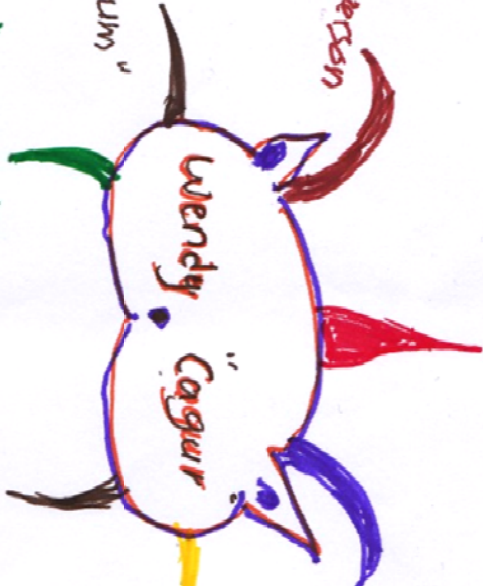
I am a fan of wendy "Cagur" because he is a funny person and he likes to play a joke with his friends. He is a comedian and he works in "YKS". Now, he is married. He has fan clubs named "WC Umum". He also can sing and acting in films. He has curly hair and always wear hat when he show in television. He wants to have his own programs some day in television.

He has curly hair and always wear hat

He is funny person

He has fans club  
named "We umum"

He is comedian  
and work in "Yes"



He likes to play a joke

He can sing and acting

He is has married

**APPENDIX H**  
**SCORING RUBRIC**

Adapted from Jacob et al's scoring profile in Weigle (2002:116)

Writing Rubric

No.	Aspects	Criteria	Scores
1	Content	-Relevant to topic	4
		-Mostly relevant to topic but lacks details	3
		-Inadequate development of topic	2
		-Not relevant to topic	1
2	Organization	-Ideas clearly stated and supported, well-organized, cohesive	4
		-Loosely organized but main ideas stand out, not well-organized	3
		-Ideas confused or even to main ideas, bad organization	2
		-Doesn't communicate, no organization	1
3	Vocabulary	-Effective word/idiom choice and usage	4
		-Occasional errors of word/ idiom form, choice and usage	3
		-Frequent errors of word/ idiom form, choice and usage	2
		-Little knowledge of English vocabulary, idioms and word form	1
4	Language use	-Few errors of agreement, tense, number, word order, articles, pronouns, or preposition	4
		-Several errors of agreement, tense, number, word order, articles, pronouns, or preposition	3
		-Frequent errors of agreement, tense, number, word order, articles, pronouns, or preposition	2
		-Dominated by errors	1
5	Mechanics	-Far errors of spelling, punctuation, capitalization, and paragraphing	4
		-Occasional errors of spelling, punctuation, capitalization, and paragraphing	3
		-Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
		-Dominated by errors	1

**APPENDIX I**  
**STUDENTS' SCORES**

Writing rubric and students' score

Cycle 1

No.	Student name	Gen Der	Cycle 1					Total	Cycle 1					Total	Mean
			Rater 1						Rater 2						
			Criteria						Criteria						
			C	O	V	L	M		C	O	V	L	M		
1.	Ahmad Adabiy Saputra	L	2	3	2	2	2	11	2	2	2	2	3	11	11
2.	Ahmad Nurochim	L	1	2	2	2	1	8	2	2	1	1	2	8	8
3.	Aldi Prabowo	L	2	2	2	2	2	10	2	2	1	2	2	9	9.5
4.	Anjas Risky Wibisono	L	3	2	2	3	2	12	3	2	3	2	2	12	12
5.	Asfi Khkmah Naulia	P	2	2	1	1	2	8	2	2	1	2	2	9	8.5
6.	Asti Annisa Rachma	P	3	2	2	1	2	10	3	3	2	2	1	11	10.5
7.	Cindy Meilona Wibowo	P	2	3	2	2	2	11	3	2	2	2	1	10	10.5
8.	David Surya Saputra	L	3	2	2	2	2	11	2	3	2	2	2	11	11
9.	Desya Ariamiputri	P	2	2	2	1	2	9	2	2	2	2	2	10	9.5
10.	Devita Yundha Kusumawati	P	2	3	2	2	2	11	2	2	2	2	2	10	10.5
11.	Dimas Dewanto Aldi Nugroho	L	2	2	3	2	1	10	2	1	2	2	2	9	9.5
12.	Fadilla Hirnawati	P	1	2	2	2	1	8	2	2	1	1	2	8	8
13.	Feninda Rezazalfanajla	P	2	3	2	2	2	11	2	2	2	3	2	11	10.5
14.	Hendrapana Nur Kartika	L	4	3	4	2	3	16	3	4	4	3	2	16	16
15.	Noormalindha Arumsari	P	3	2	2	2	2	11	2	2	2	3	2	11	10.5
16.	Ichsan Dwima Putra Utama	L	2	2	2	2	1	9	2	2	2	1	2	9	8
17.	Intan Helga Engrasia Nugroho	P	2	1	2	2	2	9	2	2	1	1	2	8	8.5
18.	Lutfia Widya	P	4	3	3	2	2	14	3	3	3	2	2	13	13.5

	Setya Maharani															
19.	M. Ferdi Ardian Syah Putra	P	2	2	2	2	2	10		2	2	2	2	2	10	10
20.	Narita Relymillen	P	4	3	3	2	3	15		3	4	2	2	3	14	14.5
21.	Hanifa Arista Widyanti	P	2	3	2	2	2	11		2	2	2	2	2	10	10.5
22.	Nuryahya Artresnanto	L	2	1	2	2	2	9		1	2	2	2	2	9	9
23.	Pramudi Wahyu Wigati	L	2	2	1	2	1	8		2	2	1	1	1	7	7.5
24.	Prasasti Nivan Daru	L	2	2	1	2	2	9		2	2	2	1	2	9	9
25.	Rama Maulana Akbar	L	2	2	1	2	2	9		2	2	2	2	1	9	9
26.	Risma Kartika Ningrum	P	2	2	2	2	2	10		3	1	2	2	2	10	10
27.	Shelly Apreliana Saputri	P	3	1	2	1	2	9		2	1	2	3	2	10	9.5
28.	Syahrul Marzuki	L	2	2	2	1	1	8		2	2	2	1	1	8	8
29.	Tantin Julita	P	2	2	2	2	2	10		2	2	2	2	2	10	10
30.	Tiara Avinta	P	3	2	2	1	2	10		2	2	2	2	2	10	10
31.	Wahyu Saputra	L	2	3	2	2	2	10		1	2	3	2	2	8	9.5
32.	Zam Haji Wijayanto	L	2	2	2	2	1	9		1	2	2	2	1	8	8.5
33.	Della Naira Praba	P	2	2	2	2	1	9		2	2	2	1	1	8	8.5
34.	Kintan Restu Maharani	P	2	2	2	2	2	10		2	2	2	2	2	10	10
	Total															9.970

C : CONTENT  
 O : ORGANIZATION  
 V : VOCABULARY  
 L : LANGUAGE USE  
 M : MECHANIC

Writing rubric and students' score

Cycle 2

No.	Student name	Gen Der	Cycle 2					Total	Cycle 2					Total	Mean
			Rater 1						Rater 2						
			Criteria						Criteria						
			C	O	V	L	M		C	O	V	L	M		
1.	Ahmad Adabiy Saputra	L	3	3	3	2	2	13	2	3	2	2	3	12	12.5
2.	Ahmad Nurochim	L	2	3	2	2	1	10	2	2	3	1	2	10	10
3.	Aldi Prabowo	L	2	2	2	2	2	10	2	2	2	2	2	10	10
4.	Anjas Risky Wibisono	L	3	2	2	3	2	12	3	2	3	2	2	12	12
5.	Asfi Khkmah Naulia	P	2	2	3	2	2	11	2	2	2	2	2	10	10.5
6.	Asti Annisa Rachma	P	3	2	2	2	2	11	3	3	2	2	1	11	11
7.	Cindy Meilona Wibowo	P	3	2	2	2	2	11	3	2	2	2	2	11	11
8.	David Surya Saputra	L	3	3	2	2	2	12	3	2	3	2	2	12	12
9.	Desya Ariamiputri	P	2	2	2	2	2	10	2	3	2	2	2	11	10.5
10.	Devita Yundha Kusumawati	P	3	2	3	2	2	12	3	2	3	2	2	12	12
11.	Dimas Dewanto Aldi Nugroho	L	2	2	3	2	2	11	2	3	3	2	2	12	11.5
12.	Fadilla Hirnawati	P	2	2	3	2	2	11	2	2	2	2	2	10	10.5
13.	Feninda Rezazalfanajla	P	2	3	2	2	2	11	2	3	2	3	2	12	11.5
14.	Hendrapana Nur Kartika	L	4	3	4	2	3	16	3	4	4	3	3	17	16.5
15.	Noormalindha Arumsari	P	3	3	2	2	2	12	2	2	2	3	2	11	11.5
16.	Ichsan Dwima Putra Utama	L	2	2	3	2	2	11	2	2	2	2	2	10	10.5
17.	Intan Helga Engrasia Nugroho	P	3	2	2	2	2	11	2	2	3	2	2	11	11
18.	Lutfia Widya	P	4	3	3	2	2	14	3	3	3	3	2	14	14

	Setya Maharani																
19.	M. Ferdi Ardian Syah Putra	P	2	2	2	2	2	10		2	3	2	2	2	11	10.5	
20.	Narita Rellymillen	P	3	4	3	2	3	15		3	4	3	2	3	15	15	
21.	Hanifa Arista Widyanti	P	2	3	2	2	2	11		3	2	2	2	2	11	11	
22.	Nuryahya Artresnanto	L	2	2	2	2	2	10		2	2	2	2	2	10	10	
23.	Pramudi Wahyu Wigati	L	2	2	2	2	1	9		2	2	2	2	2	10	9.5	
24.	Prasasti Nivan Daru	L	2	2	2	2	2	10		2	2	2	2	2	10	10	
25.	Rama Maulana Akbar	L	2	2	3	2	2	11		2	2	2	2	2	10	10.5	
26.	Risma Kartika Ningrum	P	2	3	2	2	2	11		3	2	2	2	2	11	11	
27.	Shelly Apreliana Saputri	P	3	2	2	1	2	10		2	2	2	3	2	11	10.5	
28.	Syahrul Marzuki	L	2	2	2	2	2	10		2	2	2	2	2	10	10	
29.	Tantin Julita	P	2	2	2	2	2	10		2	3	2	2	2	11	10.5	
30.	Tiara Avinta	P	3	2	2	2	2	11		2	3	2	2	2	11	11	
31.	Wahyu Saputra	L	2	2	2	2	2	10		2	2	3	2	2	11	10.5	
32.	Zam Haji Wijayanto	L	2	2	2	2	2	10		2	2	2	2	1	9	9.5	
33.	Della Naira Praba	P	3	2	3	2	2	12		3	2	2	2	2	11	11.5	
34.	Kintan Restu Maharani	P	2	3	2	2	2	11		2	3	2	2	2	11	11	
	Total															11.191	

C : CONTENT  
 O : ORGANIZATION  
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 L : LANGUAGE USE  
 M : MECHANIC

Writing rubric and students' score

Post-test

No.	Student name	Gen Der	Post Test					Total	Post Test					Total	Mean
			Rater 1						Rater 2						
			Criteria						Criteria						
			C	O	V	L	M		C	O	V	L	M		
1.	Ahmad Adabiy Saputra	L	3	3	3	3	3	15	3	3	3	2	3	14	14.5
2.	Ahmad Nurochim	L	3	3	3	2	2	13	2	3	3	3	2	13	13.5
3.	Aldi Prabowo	L	3	3	3	3	3	15	3	3	3	3	2	14	14.5
4.	Anjas Risky Wibisono	L	3	2	2	3	2	12	3	2	3	2	2	12	12
5.	Asfi Khkmah Naulia	P	3	3	3	2	2	13	3	4	3	2	2	14	13.5
6.	Asti Annisa Rachma	P	3	3	3	2	2	13	3	3	2	2	2	12	12.5
7.	Cindy Meilona Wibowo	P	3	3	3	2	2	13	3	3	3	2	3	14	13.5
8.	David Surya Saputra	L	3	3	4	2	3	15	3	3	3	2	3	14	14.5
9.	Desya Ariamiputri	P	3	3	3	2	3	14	3	3	3	2	3	14	14
10.	Devita Yundha Kusumawati	P	3	2	2	3	3	13	3	3	2	3	3	14	13.5
11.	Dimas Dewanto Aldi Nugroho	L	3	3	3	2	3	14	4	3	3	2	3	15	14.5
12.	Fadilla Hirnawati	P	2	2	2	2	1	9	2	2	2	2	2	10	9.5
13.	Feninda Rezazalfanajla	P	3	4	2	3	2	14	3	4	2	3	2	14	14
14.	Hendrapana Nur Kartika	L	4	4	4	3	3	18	4	3	4	4	3	18	18
15.	Noormalindha Arumsari	P	3	3	3	2	2	13	3	3	2	3	2	13	13
16.	Ichsana Dwima Putra Hutama	L	2	2	2	2	2	10	2	2	2	2	2	10	10
17.	Intan Helga Engrasia Nugroho	P	3	3	2	2	3	13	3	3	2	2	2	12	12.5

18.	Lutfia Widya Setya Maharani	P	4	3	3	3	3	16	3	3	4	3	3	16	16
19.	M. Ferdi Ardian Syah Putra	P	4	3	3	2	2	14	4	3	3	2	2	14	14
20.	Narita Rellymillen	P	3	4	4	3	3	17	4	4	4	3	3	18	17.5
21.	Hanifa Arista Widyanti	P	3	3	3	2	2	13	3	3	2	2	2	12	12.5
22.	Nuryahya Artresnanto	L	4	3	2	2	2	14	2	4	3	2	2	14	14
23.	Pramudi Wahyu Wigati	L	2	2	2	2	1	9	2	2	2	1	2	9	9
24.	Prasasti Nivan Daru	L	3	3	3	2	2	13	3	3	3	2	3	14	13.5
25.	Rama Maulana Akbar	L	2	2	2	2	2	10	2	2	2	2	2	10	10
26.	Risma Kartika Ningrum	P	3	4	3	2	2	14	3	4	3	2	2	14	14
27.	Shelly Apreliana Saputri	P	3	2	2	1	2	10	2	2	2	3	2	11	10.5
28.	Syahrul Marzuki	L	3	3	3	2	2	13	2	3	3	2	2	12	12.5
29.	Tantin Julita	P	3	3	3	3	3	15	3	3	3	3	3	15	15
30.	Tiara Avinta	P	3	3	2	2	2	12	3	3	3	2	2	13	12.5
31.	Wahyu Saputra	L	3	3	3	2	2	13	3	3	3	3	2	14	13.5
32.	Zam Haji Wijayanto	L	2	2	2	2	2	9	2	2	1	2	1	9	9
33.	Della Naira Praba	P	3	3	2	2	3	13	3	3	2	3	3	14	13.5
34.	Kintan Restu Maharani	P	3	3	3	2	3	14	3	3	3	3	2	14	14
	Total														13.191

C : CONTENT  
 O : ORGANIZATION  
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 L : LANGUAGE USE  
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**APPENDIX J**  
**ATTENDANCE LIST**

ABSENSI KELAS VII E

No.	Student name	Ge n Der	Meeting					
			1	2	3	4	5	6 (Test)
			18-3-14	14-4-14	21-4-14	12-5-14	19-5-14	22-5-14
1.	Ahmad Adabiy Saputra	L	√	√	√	A	√	√
2.	Ahmad Nurochim	L	√	√	√	√	√	√
3.	Aldi Prabowo	L	√	√	√	√	√	√
4.	Anjas Risky Wibisono	L	√	√	√	√	√	√
5.	Asfi Khkmah Naulia	P	√	√	√	√	√	√
6.	Asti Annisa Rachma	P	√	√	√	√	√	√
7.	Cindy Meilona Wibowo	P	√	√	√	√	√	√
8.	David Surya Saputra	L	√	√	√	√	√	√
9.	Desya Ariamiputri	P	I	√	√	A	√	√
10.	Devita Yundha Kusumawati	P	√	√	√	√	A	√
11.	Dimas Dewanto Aldi Nugroho	L	√	√	√	√	√	√
12.	Fadilla Hirnawati	P	√	√	√	√	√	√
13.	Feninda Rezasalfanajla	P	√	√	√	√	√	√
14.	Hendrapana Nur Kartika	L	√	√	√	√	√	√
15.	Noormalindha Arumsari	P	√	√	√	√	√	√
16.	Ichsan Dwima Putra Hutama	L	√	S	√	√	√	√
17.	Intan Helga Engrasia Nugroho	P	√	√	√	√	√	√
18.	Lutfia Widya Setya Maharani	P	√	√	√	√	√	√
19.	M. Ferdi Ardian Syah Putra	P	√	√	√	√	√	√
20.	Narita Rellymillen	P	√	√	√	√	√	√
21.	Hanifa Arista Widyanti	P	√	√	√	√	√	√
22.	Nuryahya Artresnanto	L	√	√	√	√	√	√
23.	Pramudi Wahyu Wigati	L	√	√	√	√	√	√
24.	Prasasti Nivan Daru	L	√	I	√	√	√	√
25.	Rama Maulana Akbar	L	√	A	√	√	√	√
26.	Risma Kartika Ningrum	P	√	√	√	√	√	√
27.	Shelly Apreliana Saputri	P	√	√	√	√	√	√
28.	Syahrul Marzuki	L	√	√	√	√	√	√
29.	Tanti Julita	P	√	I	√	√	√	√
30.	Tiara Avinta	P	√	√	√	√	√	√
31.	Wahyu Saputra	L	√	√	√	√	√	√
32.	Zam Haji Wijayanto	L	√	√	√	√	√	√
33.	Della Naira Praba	P	√	√	√	√	A	√
34.	Kintan Restu Maharani	P	√	√	√	√	√	√
	Total		33	30	34	33	32	34

**APPENDIX K**  
**PHOTOGRAPHS**

## Photographs

1. The researcher helped the students to make their own mind mapping



2. The pictures made by the students who did the task in pairs



3. The student asked the teacher to guide him in making a descriptive text



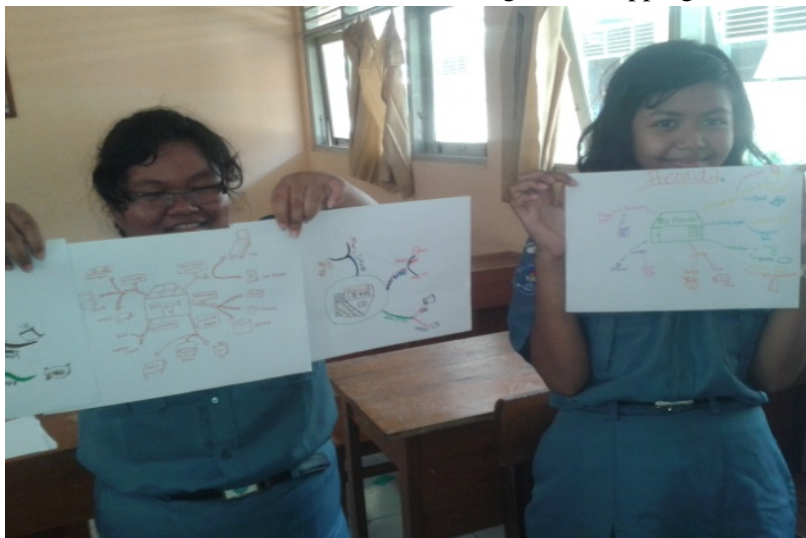
4. The students were seriously doing the task



5. The students drew mind mapping with colorful markers



6. The results of students' work in making mind mapping



**APPENDIX L**  
**PERMIT LETTERS**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0289a/UN:34.12/DT/III/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

5 Maret 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXTS THROUGH MIND MAPPING FOR THE 1ST GRADE STUDENTS OF SMP NEGERI 2 GAMPING SLEMAN***

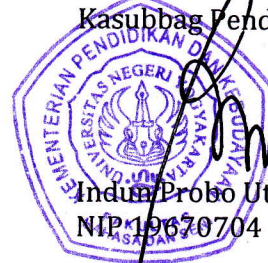
Mahasiswa dimaksud adalah :

Nama : KHUSNUL HASRUL LISAN  
NIM : 10202241075  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Maret - Mei 2014  
Lokasi Penelitian : SMP Negeri 2 Gamping Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.  
NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri 2 Gamping Sleman



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLARAGA

## SMP NEGERI 2 GAMPING

Jalan Jambon, Trihango Gamping Sleman, Yogyakarta, 55291

Telepon (0274) 6415174

E-mail : [smpn2gamping@yahoo.co.id](mailto:smpn2gamping@yahoo.co.id)

### SURAT KETERANGAN PERSETUJUAN MELAKSANAKAN PENELITIAN

Nomor : 070 / 122 / 2014

Saya, yang bertandatangan di bawah ini:

Nama : SUGIYARTO, S.Pd.  
Jabatan : Kepala SMP Negeri 2 Gamping

dengan ini menerangkan bahwa :

Nama : KHUSNUL HASRUL LISAN  
NIM : 10202241075  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Perguruan Tinggi : Universitas Negeri Yogyakarta

diberikan ijin untuk melaksanakan penelitian/observasi di SMP Negeri 2 Gamping Sleman untuk memperoleh data penyusunan Tugas Akhir dengan judul :

**"IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXTS THROUGH MIND MAPPING FOR THE 1ST GRADE STUDENTS OF SMP NEGERI 2 GAMPING SLEMAN".**

Waktu Penelitian : Maret s/d Mei 2014.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Gamping, 19 Mei 2014  
Kepala SMP Negeri 2 Gamping

SUGIYARTO, S.Pd.  
Pembina, IV/a  
NIP. 19571215 197803 1 005



# BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

## SURAT IZIN

Nomor : 070 / Bappeda / 919 / 2014

### TENTANG PENELITIAN

#### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/884/2014  
Hal : Rekomendasi Penelitian

Tanggal : 10 Maret 2014

### MENGIZINKAN :

Kepada :  
Nama : KHUSNUL HARSUL LISAN  
No.Mhs/NIM/NIP/NIK : 10202241075  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Kepuh Gondokusuman  
No. Telp / HP : 085727085292  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXTS THROUGH MIND MAPPING FOR THE 1ST GRADE STUDENTS OF SMP NEGERI 2 GAMPING SLEMAN**  
Lokasi : SMP N 2 Gamping Sleman  
Waktu : Selama 3 bulan mulai tanggal: 10 Maret 2014 s/d 10 Juni 2014

### Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM  
Pembina, IV/a

NIP. 19630112 198903 2 003

### Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Gamping
5. Ka. SMP N 2 Gamping Sleman
6. Dekan FBS-UNY
7. Yang Bersangkutan



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/IV/620/5/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **0289A/UN.34.12/DT/III/2014**  
 Tanggal : **5 MARET 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **KHUSNUL HASRUL LISAN** NIP/NIM : **10202241075**  
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **IMPROVING WRITING ABILITY IN DESCRIPTIVE TEXTS THOUGH MIND MAPPING FOR THE 1ST GRADE STUDENTS OF SMP NEGERI 2 GAMPING SLEMAN**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **26 MEI 2014 s/d 26 AGUSTUS 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **26 MEI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, S.P.

NIP. 195801201986032003

**Tembusan :**

1. **GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)**
2. **BUPATI SLEMAN C.Q KA. BAKESBANGLINMAS SLEMAN**
3. **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
4. **KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA**
5. **YANG BERSANGKUTAN**