

**IMPROVING THE STUDENTS' WRITING SKILLS BY USING
MIND MAPPING AMONG THE EIGHTH GRADE STUDENTS OF
SMP N 1 NGEMPLAK IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a Partial Fulfilment of requirements

for the Attainment of Sarjana Pendidikan Degree in English Language Education



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2014**

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**IMPROVING THE STUDENTS' WRITING SKILLS BY USING MIND
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NGEMPLAK IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

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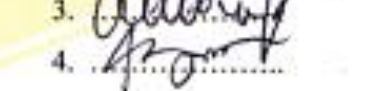
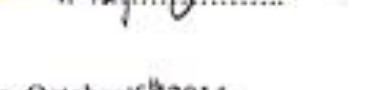
A Thesis

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

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

Yogyakarta, 1 Oktober 2014

Penulis,



Resty Annisa Arrohmah

Motto

Every time you commit one more mistake
You feel you can't repent
And that it's way too late
You're so confused, wrong decisions you have made
Haunt your mind and your heart is full of shame

But don't despair and never lose hope
Cause Allah is always by your side

Turn to Allah
He's never far away
Put your trust in Him
Raise your hands and pray
O Ya Allah
Guide my steps don't let me go astray
You're the only one who can show me the way
Show me the way, show me the way, show me the way

In sha' Allah, In sha' Allah
In sha' Allah we'll find our way

(Maher Zain – Insya Allah)

DEDICATIONS

This thesis is whole-heartedly dedicated to:

1. My beloved Mom and Dad for their never ending love, prayer, patience, care, and support.
2. My lovely brother and sister who had accompanied me to fight for future.
3. My friends for coloring the days and giving the support.

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The researcher realizes that this thesis is far from being perfect. Therefore, she gratefully accepts every suggestion, critic, and comment from those who concern to this research. Hopefully, this research will be able to give contribution and be useful for the readers.

Yogyakarta, October 2014

Resty Annisa A

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LIST OF ABBREVIATIONS

1. C : Collaborator
2. R : Researcher
3. S : Student

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ABSTRACT

This research was aimed to investigate how the use of mind mapping could improve the writing skills of grade VIII students at SMP N I Ngemplak in the academic year of 2013/2014.

This research was classified as action research. The research was conducted in two cycles. Each cycle was divided into three meetings. The steps in each cycle were reconnaissance, planning, action, observation, and reflection. The research was done with the participation of 28 students of VIII C class, the English teacher, and the collaborator. The data collected in this research were qualitative and quantitative data. The researcher used observation and interviews in collecting qualitative data while tests were used to collect quantitative data. The qualitative data were analyzed through five steps of qualitative data analysis: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the students' mean score of the tests.

The findings of the research showed that the use of the mind mapping technique could improve the students' writing skills especially in developing ideas and organizing ideas. There was also an improvement of the students' skills in the aspects of using appropriate vocabulary, grammar, and mechanics. During the teaching and learning process, the students also showed positive attitude in the writing class. They enthusiastically did the writing activities. They showed their interest in writing by using the mind mapping technique. Based on the quantitative data, the students' mean score increased from the pre-test to post test. In the pre-test, the students' mean score is 53.82 while in the post-test 1 is 62.44 and in the post-test 2 they gained 69.07.

. CHAPTER I

INTRODUCTION

A. Background of the Problem

The need to be able to communicate in English dramatically increases in the recent years. The use of English as an international language is an important reason for people to be able to communicate in English. Moreover, it is used in some important fields in the human daily life such as business, technology, and tourism. Based on that fact, English is included in the school curriculum by the government. It has become a compulsory subject to be taught in educational institutions, especially for junior high school and senior high school students.

People use a language as a tool of communication. Communication is not merely an event, something that happens; it is functional, purposive, and designed to bring some effect and change (Brown, 2000:250). People can convey the meaning of their message through spoken or written languages. Spoken and written languages are important in the communication. The curriculum for schools also stated that the need to communicate in English does not only engage the students' ability to speak and use English orally, but they must also master the written one. There are four important language skills that must be mastered by students in learning English, namely listening, speaking, reading, and writing. Listening and reading belong to receptive skills, meanwhile speaking and writing belong to productive skills. The

students cannot learn each skill one by one, although it is divided into four different skills. It is because the four skills are related to each other.

Writing is an important skill in the academic world, and nowadays many professions need ability to write a good writing, though it seems to be one of the most difficult skill in a language teaching and learning. Murcia (2000) states that writing skill is often perceived as the most difficult skill since it requires a higher level of the productive language control than other skills. Writing deals with expressing any idea in the human mind into the written language. Therefore, the teacher should use appropriate strategies in teaching writing to make the objectives of the learning are well achieved.

Teaching writing in the junior high school level is a must for English teachers. The curriculum stated that there are some genres that must be taught in the grade eight of junior high school students, such as recount, narrative, descriptive and short functional texts. The researcher found the students' problems in writing recount texts, so the study focuses on improving the students' skills and motivation in writing recount texts. Problems in the writing class vary both problems that the teacher and students have.

Based on the observation done by the researcher, there are two main problems faced by the teacher and students in the writing class. The problems are related to the students' motivation in the writing class and the students' low ability of writing. In relation to the students' writing skill, they have difficulties in generating ideas in writing. Some students spent too much time to find topics for their writing, whereas finding a topic to write is a basic thing.

If they were asked to write something, they spent too much time to find a topic and walk around the class to see their friends' writing. When they already have a topic, most students have difficulties in developing their topics into a good writing. In addition, the students also have problems in the sentence structure, vocabulary, and mechanics.

The second problem in the writing class is the motivation in learning. The students were not motivated in the writing class. It is because the use of uninteresting media and activities. Pictures from the textbook are the media commonly used by the teacher in the classroom. The presentation of the materials is done through the lecturing only, without using interesting media. It makes the situation in the class too noisy and not effective. Some students said that the writing activities are always the same, so it makes them easily get bored and sleepy. These problems are reasonable problems for students in the writing class, so it is very important for teacher to find a best solution to make the writing class more interesting and effective.

Based on the problems in the writing class above, the researcher wants to improve the students' writing skills and motivation in writing by implementing mind mapping as a pre-writing technique in teaching and learning process. In order to improve the students' writing skills, the teacher should use appropriate teaching techniques. How the teacher presents materials and manage the class will influence the students' motivation and achievement.

The use of the mind mapping technique is effective to help the students in generating their ideas. Students make their mind maps in the pre-writing activities. They will focus on one topic and elaborate their topic into branches of main and supporting ideas for their writing. It is helpful for them to focus and coherently arrange their ideas in mind maps. Making mind maps is an interesting activity. It helps them to write fluently and increase their motivation in writing.

The reason of why the researcher focuses on the use of the mind mapping is that it can improve the students' writing skills in generating ideas, developing ideas, using appropriate vocabulary, using correct grammar, and mechanics. It also increases their motivation in learning. By using the mind mapping, students will easily write something they want to write because they are motivated by the use of the interesting technique in writing. The students will find that writing is an interesting activity.

B. Identification of the Problem

As stated in the background of the study, the researcher found some problems in writing. Based on the class observation, interviews with students and the English teacher, the problems in the writing class are divided into two main problems, problems in the teaching and learning process in the class and problems related to students' writing skill.

First, students had low motivation in the writing class because of some reasons such as the media, teaching techniques and activities in the class. The

media in the teaching and learning process were not sufficient to attract the students' attention and interest. Meanwhile, the blackboard was the only media that was mostly used by the teacher in the class. Beside the teaching media, the teaching technique in the writing process was also monotonous. The lecturing technique dominated the teaching and learning process, so the students easily got bored and sleepy in the writing class. The writing activities in the class were also monotonous. The students only paid attention to the teacher's explanation, take notes, and did grammar exercises. When the researcher did the class observation, she found that some students especially boys who sat in the last row were noisy and busy with their own business. Some students did not pay attention to the teacher's explanation.

Second, students had difficulties in starting their writing and deciding what to write. They spent too much time to think of a topic and start their writing. It was because there was no pre-writing activity such as a brainstorming activity by giving them pictures, songs and videos. When the students already had a topic to write, some of them had difficulties to develop their idea and arrange it into a good writing. As a result, most of their texts were not cohesive and well arranged based on the structure of a recount text. The researcher categorized these problems into content and organization problems in writing.

Next, the students had low mastery of vocabulary. They could not write fluently in the first draft. They only wrote at least three sentences in a paragraph in the writing task. The researcher found that some students used

incorrect words to express the meaning. It made the meaning of the sentences obscured. They only wrote the translation in the dictionary without considering the appropriateness in English language context.

Most students also had problems related to the sentence structure of the text. They did not use correct grammar in writing. They were still confused with the use of *verbs* and *to be*. Some students wrote sentences without a *verb* or *to be*, while others used double *verbs* or *to be*. They also had difficulties to differentiate the use of the past tense and present tense. The researcher also found many mistakes on the verbs agreement, preposition, pronoun, and articles. It was in line with the teacher's statement that sentence structure was the biggest problem in writing.

Lastly, students had problems in using correct mechanics in writing. The researcher found that many students made mistakes in using the correct punctuation and capitalization in writing. They were not aware of the important of those aspects in writing. They also had problem in writing correct spelling of some words. Some students wrote incorrect spelling of some common words in their daily life such as *study*, *bus*, *that*, and *school*.

C. Delimitation of the Problem

The researcher found many problems in the writing class when she did the observation, interviews and the pre-test. It was impossible for the researcher to solve all the problems that were found in the class. After discussing the problems with the teacher, the researcher made the selection of

the problems. This research focuses on the problems related to the students' writing skill and motivation in writing. The researcher tried to improve the students' writing ability in the aspect of content, organization, vocabulary, grammar and mechanics by using the mind mapping technique. Mind mapping was used in the pre-writing activity to help the students in generating and developing ideas. By using this technique, the students would find it easy to get a topic and arrange it into a draft of a recount text. It also motivated the students in writing because of the pictures and colors in making mind maps.

D. Formulation of the Problem

The researcher formulates the problems as:

“How can mind mapping be implemented to improve writing skills of the eighth grade students of SMP N 1 Ngemplak in the academic year of 2013/2014?”

E. Objective of the Study

The study is aimed to improve writing skills of the eighth grade students at SMP N 1 Ngemplak by using mind mapping.

F. The Significance of the Study

In this study, the researcher expects that the research has both theoretical and practical significances.

1. Theoretical Significance

The findings of this research can enrich the theory of teaching writing to the junior high school students. The readers will get more information about teaching writing by using the mind mapping technique. Other researchers who take the same topic can use this research as a reference to conduct the research.

2. Practical Significance

English teachers can make use of the research to enrich their methods in teaching writing in order to improve students' writing skills. For the students, they will learn how to improve their skills and motivation in writing by using the mind mapping.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, relevant studies, and conceptual framework. The literature review discusses relevant theories of the topic. The studies that are relevant to this research are also presented in this chapter. Then, the conceptual framework discusses the relationship between the theories and the research.

A. Theoretical Description

1. Review on Writing

a. The Nature of Writing

Writing is one of the four language skills that should be acquired by the students. Writing and speaking belong to productive skills that focus on how to produce the target language fluently and accurately. Both speaking and writing are important in the communication. As stated by Brown (2004:218), nowadays the ability to write has become an important skill in the global literate community. Moreover, in the academic fields, it is an important skill to be mastered where it is used to write some work such as a paper, article, and an essay. Some other aspects and fields also need good skills in writing, such as business and job vacancies. Many companies require good writing skills for their employees.

Although writing is an important skill in the communication, it is actually a complex thing to do. Richards (2002:303) states that writing is the most difficult skill for second or foreign language learners to be mastered. Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. There are many things that must be considered in writing to make it clear for the readers. Brown (2000) argues that in order to make well organized writing, students must comprehend several aspects of writing, such as content, organization, vocabulary, syntax, discourse, and mechanics. These aspects must also become a great consideration for teachers in teaching the aspects to students in the writing class. Both for the teacher and students, writing seems to be a difficult thing if they do not manage it well.

Nunan in Widya (2012) states that writing is not only the action of jotting down words or sentences into a written language, but also the action of arranging them into well organized product. From this statement, we can conclude that writing needs process in which gives the opportunity for the students to think what topic they want to write, how to develop the topic into main ideas and supporting ideas, and write the ideas into a good writing. Furthermore, Harmer (2007:6) states that there are four important elements in writing process: planning, drafting, editing, and final version.

b. Micro and Macro Skills of Writing

Here are the micro and macro skills proposed by Brown (2000:272).

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of written text.
- 12) 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 draft, using paraphrases and

synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Teaching Writing

Teaching is not only about transferring knowledge from the teacher to students, but it also involves the learning process from the teacher and students. Brown (2000:245) states that foreign language learning started to be viewed not just as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners. He further states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teachers also have responsibility to teach the students how to learn something, not only teach about the knowledge. It is needed in order to make the students become autonomous learners. In teaching writing, teachers have to teach how to write something beside aspects in writing such as grammar and mechanics.

There are four reasons for teaching writing to students as stated by Harmer (1998:79),

1) Reinforcement

Some students acquire language in purely oral way, but some of them benefit greatly from seeing language written down. Students often find it useful to write sentences using new language shortly after they had studied it.

2) Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all parts of ongoing learning experience.

3) Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can be also a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as a skill

Writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters and how to reply letters. They also need to know some of writing's special conventions such as the punctuation and paragraph construction.

Teaching writing is categorized as a challenging thing for teachers, as stated before that writing is a difficult skill to be mastered by students. Myles (2002) says that writing involves composing, which implies the ability either to tell or retell pieces of information in the form of narrative or description, or to transform information into new texts, as in expository or argumentative writing. Teachers should teach

about that ability to make the students write a good writing. Therefore, Nunan (2003:92) proposes principles of teaching writing as follows:

- a. Understand the students reason for writing.
- b. Provide many opportunities for students to write.
- c. Make feedback helpful and meaningful.
- d. Make clarification for teacher and students about how the writing will be evaluated.

Teaching writing also needs teacher's competence in managing and handling the problems in the classroom to make an effective writing class. Effective here means where the students are motivated in learning and the learning objectives are successfully achieved. Here the role of the teacher is crucial to make the teaching and learning process run well. Harmer (2007:330) says that there are three important roles of the teacher in a writing activity: as motivator, resource, and feedback provider.

First as a motivator, the teacher must be able keep the students' motivation in learning, for example the teacher uses interesting teaching activities, media, and techniques. Then the teacher should also play a role as a resource. It means that if students ask about things related to writing materials, the teacher should be there to answer and explain it to them. And the last, as a feedback provider, the teacher should give an appropriate feedback to the students' writing. Teacher's feedback should appropriate in order motivate the students to revise

their work into a good writing. It is also important for the teacher to make the feedback gives a positive impact for the students. It is because the feedback from the teacher can also demotivate the students in learning.

Beside the teacher's roles, types and the objectives of writing activities are also important in teaching writing. Harmer (2007:325) states that in teaching writing, teacher should set a clear objective whether they want students to focus more on the process of writing than its product, study different written genres, or encourage creative writing. Clear objective in the writing class will help the students to achieve a good understanding on the materials that are presented by the teacher.

In teaching writing, there are some other aspects must be considered by teachers, such as the teaching technique, and the students' needs and interests. In relation with the students' interests, it is very important for the teacher to be able to keep the students' motivation in learning. In communicative language teaching, Brown (2000:334) argues that,

teaching writing means teachers should learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and context in the classroom, how to focus on purposes of linguistic communication, and how to capitalize learners' intrinsic motives to learn.

Teachers must be able to keep the students motivation in the writing process. It is because motivation plays an important role in the success

of learning process. Spratt (2005:38) defines motivation as the thoughts and feeling we have which make us want to do something, continue to want to do it and turn our wishes into action. She further stated that it is very important in language learning and helps the learning successful.

d. Assessing Writing

In assessing writing, the teacher should consider some aspects such as the students' level and objectives of the assessment. Each level has different writing performance and objectives of writing. There are four types of classroom writing performances proposed by Brown (2002).

1) Imitative writing

Imitative writing is used in the beginning level of English students. The students must attain skills in the fundamental, basic tasks of writing letter, words, punctuation, and very brief sentences. In assessing writing in this level, form is the primary, while context and meaning are the secondary concern.

2) Intensive writing

Intensive writing is used one level up after the beginning level. The students learn skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. The meaning and context are some important, but most tasks in this writing performance are more

concerned with a focus on the form, and are rather strictly controlled by the test designer.

3) Responsive writing

In this writing performance, the assessment requires the learner to perform at a limited discourse level, connecting sentences into a paragraph and creating logically connected sequence of two or three paragraphs. The genres of writing include brief narratives and description, short reports, summaries, brief response to reading, and interpretation of graphics or charts. Junior high school students belong to this writing performance level and the assessment is focus on giving a strong emphasis on the context and meaning.

4) Extensive writing

In this level, the students focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engage the process of multiple drafts to achieve final product. To assess the students' writing, the teacher should also have guidelines or indicators. Brown and Bailey (1984) state that there are five important aspects in assessing the students' writings namely content, organization, vocabulary, syntax, and mechanics. There must be indicators in each aspect to guide the teacher in assessing writing. Discussing about indicators in assessing the students' writing, the teacher should consider a scoring rubric. Nunan (2003:94) defines

rubric as a kind of scoring grid that elaborate the elements of writing that are to be evaluated. He further divides the rubric into three general types namely non-weighted rubric, weighted rubric and holistic rubric. Teachers do not need to make their own rubric to assess the students' writing. It is because there are many scoring rubrics that are proposed by experts. The teacher can adopt or adapt the existing scoring rubrics. The example of the writing scoring rubric is proposed by Jacobs in Weigle (2002).

e. Criteria of Good Writing

Good writing is a result of much practice and hard work. Anderson (1997) says that in creating a text requires the writer to make choice about the words that are used and how to put them together. Smith in Reid (1993) states that good writing has some criteria as follows:

1) Content

- a) The paper is focused on a particular subject.
- b) The purpose of paper is clear to its reader.
- c) The thesis is well supported.

2) Organization

- a) The introduction gets the readers' attention and prepares the reader for what is coming.
- b) The organization is easy to follow.
- c) There is clear transition from one idea to the text.
- d) Individual paragraphs are coherent.

- e) All details develop the purpose of the paper.
- f) The conclusion draws the paper to a close, summarizes main points, and reemphasizes the paper purpose.

3) Style

- a) Sentences reflect a variety of syntactic structure.
- b) Vocabulary reflects a concern for the audience and purposes of paper.

4) Correctness

- a) Mechanics are correct: accurate punctuation, capitalization, spelling, and grammar.
- b) Words are used accurately and appropriately.
- c) Sentences are complete and correct.

f. Writing a Recount Text

The teaching objectives and materials that are taught in the class should be based on the curriculum. Print (1988:9) defines curriculum as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. The education institutions in Indonesia currently use Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006). KTSP 2006 for SMP and MTs divided English into four skills, listening, reading, speaking and writing. There are standard competencies and basic competencies that must be mastered by the students in each skill. Below is the standard and

basic competency of writing for eighth grade students in the second semester.

Table 1. The Standard Competency and Basic Competency of Writing

The Standard Competency	The Basic Competency
Writing 12. Expressing the meanings of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings	12.1 Expressing the meanings of written functional texts and simple functional text using various written language accurately, fluently, and acceptable to interact with surroundings. 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

There are many types of genre in the daily life. Harmer (2007 : 327) says that genre represents the norm of different kinds of writing. He further states that when teacher concentrate on genre, students study text in genre in which they are going to be writing before they embark on their own work. The texts that must be taught to eighth grade students in the second semester are:

1) Recount

The purpose of recount text is to tell the readers things happened in the past through sequence of events. The structure of the text consists of

- a) Organization (tells who were involved in the story, when and where)
- b) Events (tells what happened in a chronological order)
- c) Re-orientation (optional – The conclusion of the experience)

Language feature of recount text:

- a) The use of past tense
- b) The use of action verbs
- c) The use of time conjunction
- d) The use of noun and pronoun
- e) The use of adverb and adjective

2) Narrative

The purpose of narrative texts is to amuse or entertain the readers with actual or imaginary experiences in different ways.

The text organization of narrative texts:

- a) Orientation (tells who were involved in the story, when and where)
- b) Complication (tells about the problem that arose in the story)
- c) Resolution (tells the solution of the problem)

Language feature of narrative texts:

- a) The use of past tense
- b) The use of noun phrase
- c) The use of action verbs, linking verbs

d) The use of conjunction, adverb of place and adverb of time

In this research, the researcher chose recount text to be discussed.

2. Review on Mind Mapping

a. Definition of Mind Mapping

Mind mapping is a technique that is introduced by Tony Buzan. According to Buzan (2006), a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Halen (2013) defines the mind mapping as a popular brainstorming tool and learning technique of visually arranging ideas and their interconnections. He further stated the functions of a mind map are: note taking and reporting; brainstorm, improve creativity, capture ideas; clarifying of thought; presentation; planning and team building.

In writing, the mind mapping is a useful technique for students to brainstorm ideas in the pre-writing activities. Folse (2010:41) says that a good researcher brainstorms about a topic by thinking about the topic and writing down words and ideas. Nation (2009:117) adds that brainstorming activities could be preceded by relaxation activities where learners are encouraged to use all their senses to explore a topic. The brainstorming activity by using the mind map requires the students to draw and write something. Nation (2009:89) further says that in this activity, the learners draw a picture about something that happened to them or something imagined, and then they write about it, describing the picture. The picture

provides a way of recalling past experience and acts as a memory cue for the writing. So, the students make a mind map through brainstorming any idea come to their mind and draw it in a blank paper.

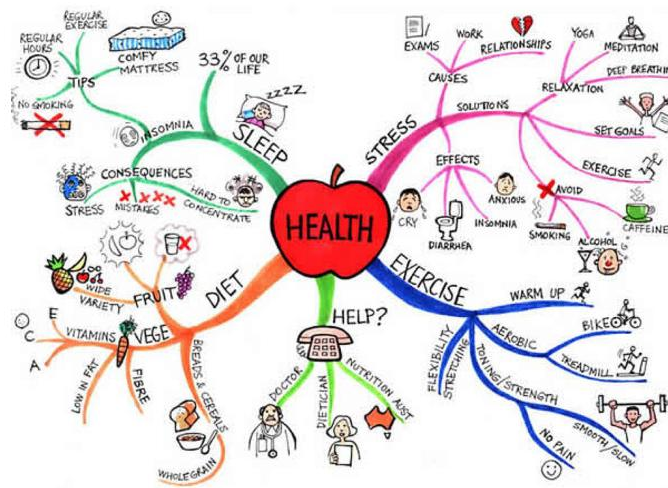


Figure 1. Buzan's mind map model

Mind mapping is different from the note taking technique. It has some advantages as stated by Michalko in Buzan (2006)

- a) It activates left and right brains.
- b) It clears the mind from the tangled mental.
- c) It allows us to focus on the main discussion.
- d) It helps us in showing the relation between the separated parts.
- e) It shows clear image to all details.
- f) It allows us to classify the concepts and compare it with others.

b. Mapping ideas

There are four important things that are needed by students when they make a mind map: blank paper, colored pencils or pen, brain, and

imagination (Buzan, 2006). He further proposes some rules for a mind map as follows.

- 1) A colored image is in the centre.
- 2) Main ideas branch off the centre.
- 3) Main ideas should be in larger letters than secondary ideas.
- 4) Words – always one word per line. Each word has an enormous number of associations, and this rule allows each one more freedom to link the other associations in your brain.
- 5) Words should always be printed.
- 6) Words always be printed in lines.
- 7) Lines should be connected.
- 8) Use as many images as possible.
- 9) Use dimension wherever possible.
- 10) Use numbers or codes or put things in order, or show connection.
- 11) For coding and connecting use: arrows, symbols, numbers, letters, images, color, dimension, or outlining.

Students can make a mind map manually or using a software. In the manual technique, they just need to draw and concept their ideas in a blank paper based on their creativity. Students can also draw a mind map using free software in the Internet. They can download it in www.freemind-download.com freely. Buzan (2006) proposes seven general steps to make a mind map manually or using a software:

- 1) Start in the centre of a blank page turned sideways.

- 2) Use an image or picture for your central idea.
- 3) Use color throughout.
- 4) Connect your main branches to the central image and connect your second-and third level branches to the first and second level.
- 5) Make the branches curved.
- 6) Use one key word per line.
- 7) Use images throughout.

3. Teaching Writing by Using Mind Mapping

The mind mapping technique is used in the pre-writing activity to help the students in generating and developing their ideas. Students need to think about a topic, focus on it, and elaborate it into main points for their texts by writing some keywords in their mind maps. It will guide them to develop their ideas that are very important in a writing process.

Besides, the picture in the mind map can also be used as a media in the teaching and learning process. It attracts the students' interest and motivation in the class. It can also help the students to be more creative in writing through pictures and colors in the mind map. There are some steps of writing processes by using the mind mapping technique. Harmer (2006) states that there are four steps of writing process, namely planning, drafting, editing, and final version. The researcher used the four step of writing proposed by Harmer in implementing the mind mapping technique in writing as follows:

a. Planning

In this step, the students brainstorm an interesting topic to write. The teacher gives explanation and example of mind maps. Then, the students make a mind map based on the topic they already have. They collect any idea come to their mind and draw it into a mind map. After that, the students elaborate the topic into branches of main ideas of the text.

b. Drafting

Harmer (2006) says that the first version of a piece of writing is a draft. In this step, students start to write first draft of the text based on their mind maps. They elaborate the main point from mind maps by adding some supporting details. Here the role of the teacher is as a feedback provider and resource. The teacher gives feedback to the students' first draft.

c. Editing

Students edit their first draft after they got feedback from the teacher. They are asked to proofread their draft and correct it. They correct mistakes on the grammar, spelling, punctuation, paragraph development, and organization.

d. Final version

After editing their drafts, students write the final version of their text. The teacher comments and evaluates the students' writing.

B. Relevant Studies

The researcher used mind mapping as a teaching technique to improve the students' writing skills because it was easy to apply in the writing class. Further, some previous studies found that mind map is effective to help students in organizing their ideas in writing. Mind map was used in the pre-writing activity, which was aimed to help students to find and organize their ideas effectively. Mind mapping also helped the students to organize their ideas based on the generic structure of a recount text (orientation, events, and reorientation). Mind mapping is an interesting technique in teaching writing. It uses pictures and colors which can attract the students' attention and increase their motivation.

The study that used the mind map is "Improving Students' Skills of Writing Recount Text by Using Mind Mapping for the Eighth Grade Students of SMP N 2 Depok" by Lismawati, 2013. In this study, the researcher used the mind map in the pre-writing activity to help the students in finding clear ideas about things that they want to write. It helped the students to write fluently in their first draft. The result of this study found that the mind mapping technique improves the product of the students' writing. It helped the students to organize their ideas in writing a recount text and wrote fluently in their first draft.

The other study on the use of the mind mapping technique is "Improving Students' Writing Skill by Using Mind Maps" by Aisyah Karimatul Fajri, 2011. The subject of the research was the tenth grade

students of SMA N 1 Boyolali. The research was aimed to find out whether mind maps could improve the students skill in writing personal recount text including the skills in organizing the idea, developing ideas, using correct grammar, using correct mechanics, and using appropriate and acceptable arrangement of words. The result of the research shows the improvement of students' writing skills by the use of mind maps.

The other relevant study is *The Use of Mind Mapping and Peer-editing to Improve Students' Writing Skill* by Ma'rufatul Baroroh, 2011. The subject of the research was the tenth grade students of SMA N 1 Karanganyar. The research was aimed at identifying the effectiveness of mind mapping and peer-editing to improve students' writing skill and knowing the implementation of mind mapping and peer-editing in teaching and learning process. The findings of the study showed that there was an improvement in the students writing skills, especially on the aspects of content, organization, and language features. The students also showed positive attitude in the writing class and their participation in the class increased.

C. Conceptual Framework

Writing is an important skill to be taught for the junior high school students. There are some reasons that were stated by the researcher in the previous discussion about the importance of writing. Beside the importance of writing, the researcher found some problems in the class observation, interview and pre-test in the VIII C class at SMP N 1 Ngemplak.

The researcher divided the problems into two main problems. The first problem is the students' low motivation in writing. There are some aspects that caused the problems such as the use of media, teaching technique, and writing activities. The next problem is the students' writing ability. The researcher found some problems in writing aspects such as students' low ability in organizing ideas, developing ideas, using correct grammar, mechanics and vocabulary. When the students were asked to write, they spent too much time to think a topic to write. Some of them also walked around the class to look their friends' works.

The students also have problems in using correct mechanics, especially in spelling and capitalization aspects. The students did not aware about the importance of that aspect in writing. Beside, the students also have problems in writing correct grammar. Many students have difficulty to differentiate the use of *verbs* and *to be*. These reasons make the students think that writing is a difficult skill.

To help the students in mastering writing skills, the teacher should consider some important things in teaching writing, such as the media, teaching techniques, and writing activities. Mind mapping is a suitable technique to be implemented to solve the problems in writing. It can be used as a pre-writing activity. This technique guided the students to think of an idea and develop it orderly. Mind mapping is an interesting technique which can improve the students' motivation in writing. It is very important to keep the students' motivation and interest in learning. In the process of making a mind

map, the students will make a drawing and use colors. The students can also express their creativity when they are making mind maps.

CHAPTER III

RESEARCH METHODS

This chapter presents the methods that were used in this research. It consists of type of the research, research setting, research procedure, collecting data technique, analyzing data technique, data validity and reliability. All of them will be presented in this chapter.

A. The Type of the Research

This research study implemented classroom action research. Action research is aimed to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvement in practice (Burns, 2010).

McKay (2006) states that action research has three important features. First, it involves action in that it seeks to bring about change. It is also research because it entails the collection and the analysis of the data. Then, it is participatory and collaborative in that teachers work together to examine their own classrooms. It means that action research is collaborative research. Researchers who took action research cannot do the research by themselves.

Kemmis and McTaggart (1988) says that action research is carried out by practitioners rather than outside researchers. Kind of action research is collaborative and action research is aimed at changing things. The research

consisted of steps namely reconnaissance, planning, action, observation and reflection. Below is the model of action research.

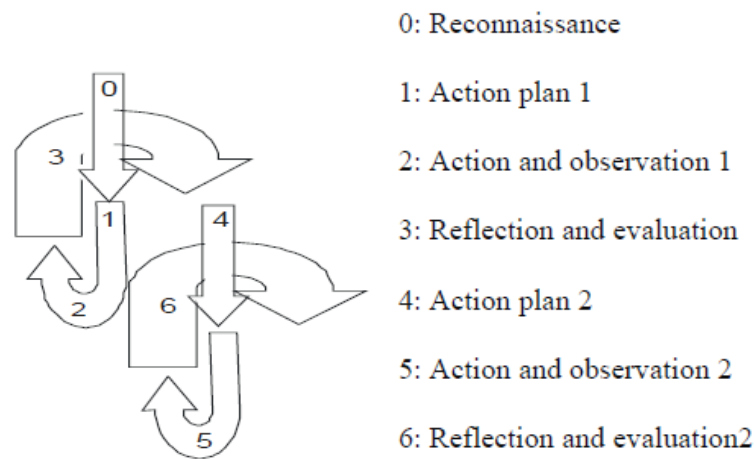


Figure 2. Kemmis and McTaggart's action research model in Burns (1999)

In conclusion, action research is a collaborative action that is aimed to find solutions for problems that arose in the teaching and learning process to make better condition and improve the students' achievement.

B. Research Setting

The researcher divided the setting of the research into the place and time setting. This research was conducted at SMP N 1 Ngemplak using the eighth grade students as the subject of the research. The subject of the research is the students of VIII C class. There are 28 students in the class. They are 14 girls and 14 boys. The researcher used the class based on the teacher's suggestion. This research was conducted from February up to May, 2014. Below is the schedule of the research.

Table 2. Research Schedule

Activity	Date
Pre-test	Wednesday, February 12 th 2014
Cycle 1:	
First meeting	Wednesday, February 26 th 2014
Second meeting	Wednesday, March 5 th 2014
Third meeting	Saturday, April 5 th 2014
Cycle 2:	
Fourth meeting	Saturday, April 12 th 2014
Fifth meeting	Thursday, April 17 th 2014
Sixth meeting	Saturday, May 10 th 2014
Post-test	Saturday, May 17 th 2014

C. The Procedure of the Research

Using the model of Kemmis and Mc Taggart (1988), this research consisted of steps as follows.

1. Reconnaissance

The researcher did reconnaissance stage to find out the writing problems in the field. The researcher used some instruments in collecting data in this stage such as interviews, observation, and tests. The data that were gathered in this stage would be identified to make a decision on the next stage.

2. Planning

This step was done to identify problems and develop a plan together with the teacher in implementing actions in order to bring an improvement in the classroom context.

3. Action and Observation

This step was done after the researcher made the plan of actions. It consisted of series of actions which are carried out by the researcher in order to make improvement in students' motivation and writing skills. Observation was done at the same time with action stage. The researcher documented the classroom situation during the action stage in the teaching and learning process in the form of field notes and photographs.

4. Reflection

This step was done to reflect, describe, and evaluate the effect of the action in order to find out the significance and weaknesses of the actions. It was used to improve teaching and learning processes in the next cycle.

D. The Techniques of Collecting Data

In this study, the researcher collected qualitative and quantitative data. The data collecting techniques which were used to collect the data are presented below.

1. Observation

The researcher used observation to collect qualitative data before the action and during the action. The preliminary observation before was aimed to collect information about the writing class and problems existed in the VIII C class. The observation in the action stage would be done by the researcher and observer. It was aimed to observe the teaching and learning process during the implementation of the mind mapping

technique in writing. The researcher provided observation guidelines for the observer in the form of observation checklists.

2. Interview

Burgess in Burns (2010) describes an interview as a conversation with a purpose. There are three types of interview proposed by Burns (2010) namely, structured interviews, semi-structured interviews, and open ended interviews. The researcher used semi-structured interview to gather data for the research. Pre-research and post-research interviews were done by the researcher to collect the data. The researcher did the interview with the English teacher, students, and the collaborator.

3. Documentation

The researcher did the documentation to record the teaching and learning process during the implementation of the mind mapping in the research.

4. Testing and evaluating the students' writing

The researcher used tests to collect quantitative data for the research. Pre-test and post-test were done to see the students' achievement before and after the action.

E. The Techniques of Data Analysis

The data collected in this research are qualitative and quantitative data. The researcher would analyze qualitative data by using qualitative data analysis proposed by Burns (2010). Then, quantitative data would be analyzed by using quantitative descriptive analysis.

1. Qualitative data analysis

According to Burns (2010:104), there are five steps in analyzing qualitative data:

a. Assembling Data

In this stage, the researcher assembled the data from various data instruments such as interviews, observation, and tests. The researcher looked closely to the data and then compared and contrasted the data to see what fits together.

b. Coding the data

The broad data that were collected before was arranged into more manageable categories or specific patterns.

c. Comparing the data

After the coding of the data finished, the data were compared to see whether they match for each other. For example, the researcher compared the data from the interview and observation.

d. Building meanings and interpretations

This is the stage when the researcher thought deeply about the meaning of the data by reflecting beyond the immediate surface details, then the researcher made interpretation of the meanings of the data.

e. Reporting the outcomes

The final stage of data analysis involved reporting the result of the research to others. The researcher selected a way to report the result.

2. Quantitative data analysis

Data would be analyzed using quantitative data analysis where the data would be presented in the form of tables and mean scores.

F. Validity and Reliability

1. Validity

Below are the validity of the action research according to Anderson in Burns (1999:161-162).

a. Process validity

It exists when the study is conducted in a dependable and competent manner and effort is made to not simply praise existing practices.

b. Democratic validity

Whether the multiple perspectives of all of the participants in the study have been accurately represented.

c. Outcome validity

It exists when actions emerging from the results of the study help address the original problem.

d. Catalytic validity

It exists when the participants of the study moved to action based on their changed understanding that came from participation in the study and do the results of the study act as a catalyst for action.

e. Dialogic validity

It requires application of a peer review process.

2. Reliability

Burns (1999) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. There are four types of triangulation proposed by Burns (2010) namely, time triangulation, space triangulation, investigator triangulation, and theory triangulation. The researcher used three types of triangulation:

a. Time triangulation

Data were collected at different points of time. The researcher did the interview and tests before and after the action.

b. Investigator triangulation

Data were collected by more than one researcher. The researcher was helped by the collaborator and teacher in collecting the data.

c. Theoretical triangulation

Data are analyzed from more than one theoretical perspective.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the process of the research that consists of the reconnaissance step, planning, action, observation, and reflection. The research was conducted in two cycles. There are three meetings in each cycle. The result of the research is also presented in this chapter.

A. Reconnaissance

In this stage, the researcher collected preliminary data in conducting the research. In collecting the data, the researcher used some ways such as interviews, observation, and tests. Data collection techniques were used by the researcher to find problems in writing.

First, the researcher did the teaching and learning observation in the class. In the observation, the researcher found some problems in writing. Then, the researcher continued the step by conducting an interview to the English teacher and students related to the teaching and learning process of writing and some problems in writing. To gather more detail information about the problems in writing, the researcher did a pre-test. By conducting the pre-test, the researcher found more information about the students' writing ability.

After gathering information, the researcher identified the problems and made a selection of the problems. The selected problems were used by

the researcher to make the decision for the next stages. The steps of the reconnaissance were presented as follows:

1. Identification of the Problems

The researcher found various problems during the observation, interviews, and the pre-test such as the students' writing ability, students' motivation in learning, the teaching technique, students' discipline, students' interaction with friends, students' writing habits, and media in teaching writing. The problems will be explained more below.

- a. Students' motivation in writing: they had low motivation in writing. It was because of some factors in the class, such as writing activities, the teaching method, and the students' intrinsic motivation in writing itself.
- b. Students' interaction with friends: they tended to talk with friends during the lesson. They were discussing things unrelated with the materials. Male students who sat in the back rows often disturbed the other students with their loud noise.
- c. Students' writing habit: they tended to copy their friends' writing or their writing from the previous lesson. The other problem, some students walked around the class to copy their friend's writing. They were too lazy to think of a new topic for their writing. As a result, they just copied it from their previous writing or friend's writing.

- d. Students' discipline: some students had no intention to do their homework and often came late to the class. They would do the homework if only there was punishment for them who did not do the homework. Some students also come late to the class and used other subjects as an excuse.
- e. The teaching technique: the lecturing method dominates the writing activity in the class. The teacher tended to use the grammar-centered method in teaching writing. The teacher explained the sentence structure to the students and then gave examples and asked the students to do grammar exercises.
- f. The use of media: media in the classroom were not maximally used in the writing class. The teacher did not use various media in teaching such as pictures, videos, songs, and power point presentations.
- g. The students' writing ability: from the observation in the pre-test, many students had problems in developing their ideas in writing. The result also shows that the students have problems in using the correct grammar, punctuation, spelling, and cohesive devices.

2. Selection of the Problem

After identifying the problems in writing, the researcher selected the problems to make a decision in solving the problems. In selecting the problems, the researcher had discussion with the teacher. The researcher and the teacher agreed that the research would only

focus on improving the students' writing ability in aspect of developing ideas, organizing ideas, vocabulary, the language use, and mechanics. The research also tried to increase the students' motivation in learning by implementing the mind mapping. Those selected problems, will be elaborated below.

- a) Content/ idea development: the students had difficulties in developing their ideas in writing. The teacher also stated that the students usually wrote only a paragraph that consisted of three up to five sentences in the writing task.

R : Menurut bapak motivasi siswa dalam menulis sendiri bagaimana pak? Kalau ada tugas menulis teks itu hasil tulisan mereka apakah banyak atau sedikit pak? (What do you think about the students' motivation in writing? When they were asked to write, how much they would write?)

ET: Kalau disuruh menulis itu hasilnya sedikit sekali mbak paling satu paragraf itu cuma tiga kalimat. **(When they were asked to write, they would only write one paragraph that consisted of three up to five sentences.)**

(Interview Transcript 1/ 15/01/2014)

- b) Organization: based on the result of the pre-test, the researcher found that students had difficulties in writing cohesive texts. Many students did not use cohesive devices in the text.
- c) The language use: based on the result of the pre-test and the interview with the teacher, the researcher found that the students had difficulties in arranging grammatically correct sentences.

R : Menurut bapak kemampuan menulis anak-anak kelas delapan C itu gimana pak? (What is your opinion about the students' skills in writing?)

ET : Kalau kemampuan menulis anak-anak kelas C itu ya dibawah rata-rata mbak, tapi ya ada satu dua anak yang pinter itu lumayan menulisnya. Mereka itu sangat lemah pada struktur kalimatnya, jadi kalau nulis itu grammarnya masih sering salah. **(Students' writing skills are low, although there are some smart students who have good writing ability. Their weakness is in the sentence structure, they often make mistake in grammar.**

(Interview Transcript 1.05/01/2014)

d) Vocabulary: the students made mistakes on the use of some common vocabulary in their daily life. They directly used the translation in the dictionary without considering the appropriateness with the context. The students also had low mastery of vocabulary.

e) Mechanics: based on the classroom observation and the result of the pre-test, the researcher found that students did not pay much attention to the use of correct mechanics in writing. Some students wrote incorrect spelling in common vocabulary. They also often made mistakes in the punctuation.

3. Determining the Actions to Overcome the Problem

After selecting the problems, the researcher determined the actions to overcome the problems. Each action is elaborated as follows.

a. The use of mind mapping is to attract the students' attention and interest in writing. Mind mapping is an interesting technique in

writing that can increase the students' motivation in writing by the use of pictures and colors, so it can avoid the boredom of the monotonous writing activity. The students can also express their creativity in making mind maps.

- b. Mind mapping is a popular brainstorming tool and learning technique of visually arranging ideas and their interconnection (Halen, 2013). It would be easier for students to develop their ideas by using mind mapping. It was used in the pre-writing activity to activate the students' critical thinking about a topic of their writing.
- c. Mind mapping can help the students in organizing ideas in writing. The researcher adapted the mind map model proposed by Buzan (1993) by adding the generic structure of the recount text in it. It would be helpful for students to write a coherence text. The students would also learn chronological time conjunctions to make a cohesive text.
- d. In relation with the problem about grammar, the researcher gave more attention in the language features of the recount text by giving some grammar exercises.
- e. To improve the students' mastery of vocabulary, the researcher introduced new vocabulary by using pictures and mind maps. Colors and pictures in mind maps helped the students in memorizing new vocabulary.

- f. In improving the students' awareness in using correct mechanics, the researcher explained the importance of correct mechanics in writing to the students.

B. Research Process

1. Cycle 1

a. Planning

The researcher planned the action for the first cycle based on the problems in the field, such as students had difficulties in developing and organizing ideas, using grammatically correct sentences, using appropriate vocabulary and mechanics in writing. The researcher prepared the instruments for the action stage, such as lesson plans, worksheets, and observation checklists. She discussed the instruments and the preparation with the teacher and collaborator. In the first cycle, the researcher did the action and observation in three meetings. The researcher expected the students to have clear understanding about the recount text, characteristics of recount texts, and be able to write recount texts by using mind mapping.

1. First meeting

The first meeting was conducted on February 26th, 2014. The focus of the first meeting was to give students clear understanding recount texts including the characteristics and purposes. In this meeting, the researcher also gave an introduction about the use of mind mapping in writing a recount text.

2. Second meeting

The second meeting was conducted on March 5th, 2014. The focus of the meeting was on the language features of recount texts. The students also learned about the simple past tense. They did some grammar exercises to practice their understanding about the sentence structure, for example by arranging jumbled words or phrases and selecting appropriate verbs.

3. Third meeting

Due to the school activity such as study tour, mid semester exam and school exam for eighth grade students, the third meeting was conducted on April 5th, 2014. The objective of this meeting was that the students were able to write a recount text by using mind mapping. The researcher used the task in the third meeting as post-test for the first cycle. The post-test was aimed to find out the students' improvement in writing a recount text by using the mind mapping technique.

b. Action

1. First Meeting

After conducting a pre-test on Wednesday, February 12th 2014, the researcher continued it with the action. The first meeting was conducted on Wednesday, February 26th 2014 at 10.50-12.10 a.m.

It was a bright morning when the researcher walked toward VIII C. Some students were still taking notes from the previous lesson on the

blackboard, while the others were so noisy with their own business. Then, the researcher asked them whether they had finished their notes and asked them to be quiet. Some students answered the researcher's question and they started to prepare themselves for learning English. When all students were ready, the researcher greeted and checked the students' attendance. All students responded to the researcher's greeting, so that the class became a little bit noisy again. There was a student who was absent on that day. Next, the researcher asked the students a question to lead them to the materials that would be taught. The researcher then explained the goals of the learning on that day.

After that, the researcher asked whether they still remembered about a recount text or not. Some students remembered that the recount text is to tell about past experiences, but the others did not remember it well. Then, the researcher gave the example of a recount text to the students and gave time for them to read and find the meaning of difficult words in the dictionary. Some students directly followed the researcher's instruction but some of them did not pay attention to the researcher's instruction. The researcher asked one of the students to read the first paragraph. The researcher and students discussed the meaning of the text and some difficult words. After that, the researcher and students discussed some questions related to the text being discussed. The researcher gave an explanation about action verbs and then asked the students to find the example of action verbs in the text.

After the discussion on the text finished, the researcher showed a mind map of the text that was discussed before. The researcher asked the students to pay attention to the example of the mind map and also asked them to relate the mind map with the text. Some students did not understand about the relation between the mind map and the text. Then, the researcher explained the use of a mind map in writing a recount text. The researcher also explained the characteristics of a mind map. The researcher asked the students if they had already understood about the concept of a mind map in writing a recount text. After that, the researcher showed a power point slide about the description, purposes, and the generic structure of a recount text. The researcher further explained the language feature of a recount text.

The researcher then asked the students to ask about unclear explanation related to the recount text and mind mapping. After that, the students were asked to do Task 2 (completing the text with the correct verbs and answer the comprehension questions in pairs). Some students did not understand the instruction, so the researcher explained it and gave an example of how to do the task. The class was a little bit noisy because some students walked around the class to borrow a dictionary or cheat their friend's work. The researcher reminded the students to use the correct punctuation and capitalization. Ten minutes after that, some students were asked to write their answers on the blackboard and then they discussed the answers with the researcher.

It was 11.55 a.m. when the researcher and students finished discussing the Task 2. Then, the students were asked to make groups of four based on their seats to do Task 3 (making a simple mind map based on their holiday experiences).



Figure 3. The students did a task in groups of four.

Some students were still confused of how to do the task, so the researcher gave an example to draw a mind map. The students started to work in their group to draw a mind map. The researcher asked the students to continue their work at home because the time was up. The researcher asked the students to make a conclusion of the lesson. The students made the conclusion about the lesson with the researcher's guidance. Then, the researcher gave a brief explanation for the next meeting and asked the students to bring a dictionary and coloring pencils. Then the researcher closed the lesson.

2. Second Meeting

The second meeting of the first cycle was conducted on the 26th of February, 2014 at 10.50-12.10 a.m. The students was so noisy when the

researcher and collaborator entered the classroom. Some students were ready to learn English, while the others were busy with their own business. The researcher asked the students to calm down and prepare themselves to learn English, while the researcher prepared media for the teaching and learning process. When the students were ready, the researcher greeted the class. Then, the researcher asked the students' condition by saying "How's life?". Some students did not answer the question, so the researcher explained that the phrase "How's life?" is the same as "How are you?". Then, the students responded it by saying "I'm fine, thank you". After the greeting, the researcher checked the students' attendance.

It was 11.00 a.m., when the researcher started the lesson by asking the students to submit the homework and distribute students' worksheets. The situation in the class was a little bit noisy when the researcher distributed worksheets. After that, the researcher asked the students about the previous lesson. The researcher and students previewed the previous lesson about the recount text and its characteristics. Next, the researcher showed a mind map of a recount text entitle *My Fantastic Holiday*. Students paid attention to the mind map, while the teacher explained the relation of the mind map and the recount text. The researcher asked the students if they had understood about the concept of mind map. The students did not answer the question, so the researcher agreed that they had already understood about it.



Figure 4. The researcher explained the concept of the mind map.

Next, the researcher asked the students to open the next page of their worksheet about the explanation of the simple past tense. The researcher explained the use of the simple past tense and the students paid attention to it. The researcher only gave a brief explanation about the rules of simple past tense because the students had already got the materials from their teacher in the past. Then, the researcher also gave explanation about past regular and irregular verbs. The students were given an opportunity to ask about the researcher's explanation of the simple past tense. Next, the students were asked to do Task 2 to rearrange the jumbled words or phrases into good sentences and rearrange jumbled sentences into a good text. The students were asked to do the task in pairs. The situation in the class was noisy when the students did the task. Some of them were discussing the task with friends, walked around to borrow a dictionary and the others were chatting with their friends. The researcher walked around the class to give advice and check the students' writing.

It was 11.20 a.m. when the students finished the task. The researcher asked them to write the answers on the blackboard. Some students wrote the answers voluntarily. Then, the researcher and the students discussed the task. The bell rang at 11.30 a.m. and it was time for having a break and did a prayer. The researcher asked the students to have a break and told them to continue the discussion about the task after the break time. The students agreed and they went out of the class to have a break.

It was 12.20 p.m. when the bell rang and the students went back to the class to continue the lesson. The researcher and the students continued to discuss Task 2. Some students wrote correct answers on the blackboard, but others wrote incorrect answers. Then, the researcher asked the other students to correct the incorrect answers. When the students could not correct the wrong answer, the researcher helped them and gave more explanation about it. After the discussion about Task 2 had finished, the students were asked to do Task 3. In this task, the students were asked to complete the recount text based on some information provided in the mind map. The researcher showed a mind map entitled "*Bromo Mount Holiday*". Then, she asked the students whether the picture was clear or not. Some students in the back row said that the picture was not clear enough. The researcher checked the picture and made sure that it was clear enough to be understood by the students. After that, the researcher explained the instruction of the task and gave an example to the students of how to do

the task. The students started to do the task, but some of them were still noisy, especially the boys in the last row. Some students walked around the class to borrow a dictionary and asked the other students about the meaning of some words. The researcher walked around the class to check the students' writing.

The bell rang at 01.00 p.m. and most of the students had not finished their writing. So, the researcher asked the students to continue their writing at home. Before the researcher ended the class, she asked the students to do a simple reflection about what they had learned during the lesson. Then the researcher ended the class and thanked the students.

3. Third Meeting

The third meeting of the first cycle was conducted on April 5th, 2014 at 08.35-10.00 a.m. The researcher opened the lesson by greeting and checking the students' attendance. The researcher asked the students' condition and feelings about their holiday by saying "How was your holiday?". Some students said "Just so so miss". Then the researcher asked them about their study tour experiences "Where did you go for study tour? Did you enjoy it?". Students answered the question, "Jakarta, Bandung, and Bogor. Yes, we were very happy." The students were very enthusiastic when the researcher asked them about their study tour. After that, the researcher distributed the students' writing from the previous meeting.

The researcher asked the students to pay attention to the feedback that was given in their writing. The researcher asked about the students' feeling related to their writing scores, "Are you satisfied with your score?". Most students answered the question by saying "No!". Then the researcher gave them some advice to make the better scores in writing a recount text. After the students reviewed their works, the researcher gave a worksheet to them. The students were asked to do Task 1. In this task, they were asked to make a recount text about their study tour experience. Before writing the text, they were asked to draw the mind map first. This task was aimed to find out the students' improvement in writing a recount text. The researcher used this task as the post test of the first cycle.



Figure 5. The students made a mind map for their writing

The students started to do Task 1 at 08.45 a.m. and they finished it at 10.00 a.m. After they submitted the writing, the researcher ended the class and thanked the students.

c. Reflection

After applying mind mapping in the first cycle, the researcher found some positive effects related to the students' motivation and writing skills, especially an improvement in developing and organizing ideas in writing a recount text. Students enjoyed the writing activity by using mind mapping. As a result, there was an improvement in the students' achievement. Mind maps helped the students in organizing ideas in writing recount texts from the orientation, events, and reorientation. However, the researcher found that the objectives that were planned in the first cycle had not been all achieved, especially in the aspects of grammar and vocabulary mastery. Many students did not write grammatically correct sentences. They still had difficulties in producing meaningful sentences in the correct grammar.

The researcher still also found some problems related to the students behavior during the teaching and learning process. Based on the interview with the collaborator, some students still often made disturbance in the class and did not pay attention to the researcher's explanation.

- | |
|---|
| <p>R : What is your opinion about the way the researcher explained the materials to the students?</p> <p>C : Good, I think. However, make sure that all students follow you. Based on my observation, some students who sit in the back rows did not pay attention and follow your explanation. They were busy with their own business and disturbed the other students' concentration.</p> <p>R : What is your suggestion for the next cycle?</p> <p>C : Maybe you should give more attention to the class management, especially time management.</p> |
|---|

(Interview Transcript 2.08/04/2014)

In conclusion, the first cycle had not successfully achieved all objectives that were planned before. Based on the observation and evaluation in the first cycle, the researcher only found students' improvement in the aspect of developing and organizing ideas, while the students' grammar, vocabulary mastery, and mechanics were not significantly improved. Therefore, the researcher would continue the action in the cycle two.

2. Cycle 2

a. Planning

The researcher had done the first cycle and found an improvement in the students' motivation and some writing indicators like the content and organization of the text. There was also a little improvement in the language use, vocabulary, and mechanics. The improvement of those three indicators was not significant as the other indicators, so the researcher planned to continue the implementation of the mind mapping technique in the second cycle.

In the second cycle, the researcher had three meetings for the actions and observation. In this cycle, the researcher focused on the indicators that had not achieved in the first cycle: vocabulary, mechanics and grammar. The teacher gave the researcher time for about 80 minutes for each meeting.

1) Fourth meeting

The first meeting in second cycle was conducted on April 12th, 2014.

The fourth meeting focused on discussing grammar and vocabulary.

The researcher gave the feedback about the students' writing from the previous meeting and discussed it together.

2) Fifth meeting

The fifth meeting was conducted on April 17th, 2014. This meeting was be used by the researcher and students to focus on expressing feeling in writing a recount text.

3) Sixth meeting

The sixth meeting would be conducted on 24th of April 2014, but due to the national examination and school activities, the sixth meeting was conducted on May 10th, 2014. This meeting focused on the production stage of writing. The students wrote a recount text by using the mind mapping technique individually.

b. Action

1. The Fourth Meeting

The fourth meeting was conducted on the Saturday morning, April 12th 2014, at 08.30 a.m. The class situation was so noisy when the researcher and observer came to the class. Some students were chatting with friends while others walked around the class. Then, the researcher greeted them and checked the attendance. The researcher tried to make the class situation more conducive by repeating the greeting until all students

replied it. It was because some students who sat in the back rows did not pay attention to the researcher's greeting.

When the students were ready to learn English, the researcher gave general feedback on the students' writing from the previous meeting. The researcher gave congratulation to the students because there was an improvement on their writing score, "Well done all, you have done a good job in your last production test. Some of you got very good scores, but for those who have not reached the KKM, please do not be unmotivated." Before the researcher finished the feedback, some students asked about their score enthusiastically, "*Nilainya saya berapa miss?*" (What is my score, miss?). Then the researcher distributed the students' writing and asked them to pay attention to the researcher's feedback. The researcher explained to them about common mistakes that they made in writing a recount text such as the sentence structure, spelling, and punctuation.

After all students got their writing, the researcher asked them whether they were satisfied with their scores or not. Most students answered the researcher's question by saying "No." Then the researcher gave some advice to make better scores in the next tasks. Before the researcher continued the lesson, she asked the students, "Do you want to play a game?" the students enthusiastically answered the question by saying "Yes." Then the students played the Past Tense game. The researcher explained the rules to the students first. The students easily understood the rules because they had ever played the game in the seventh

grade. The class situation became noisy when the game started. All students enjoyed the game very much.

After the game was finished, the researcher asked the students to look for their previous writing again and revised it based on the researcher feedback. The researcher used indirect coded feedback in the students' writing. She explained the meaning of each code to the students first and gave them an example of how to correct it. Then, the researcher asked them to start working on their own. Most students directly started to correct their writing, only a few students were still confused with the instruction. The researcher explained it again to make all students understood.

The researcher also gave the students an opportunity to individually ask her about their problems in writing a recount text. Most students used that opportunity to have consultation about their problem in writing. One by one, the students came to the researcher to ask about their problem. It was 10.30 a.m. when the researcher collected the students' writing. The researcher then asked the students if they enjoyed the lesson on that day. The students answered the question by saying, "Yes." Then the researcher asked them the reasons to some students, "Vio... Did you enjoy writing activities today? If yes, can you give me the reason?" "Yes miss, *enjoy banget hari ini karena bisa lebih dong dengan materinya.*" (Yes miss, I enjoyed it very much because the activity gave me clearer understanding about the materials)

After giving the students feedback and brief explanation about the next lesson, the researcher ended the class by saying *Wassalamu alaikum* and thanked the students.

2. The Fifth Meeting (April 17, 2014 at 08.30-10.30 a.m.)

The fifth meeting was conducted in Thursday morning, April 17th 2014. All students were ready to read the Koran when the researcher entered the class. Then the researcher led the students to pray. As usual, the researcher started the lesson by greeting and checking the roll. All students came to the class on that day. The class situation was different from the previous meeting when the students were so noisy when the lesson was about to start. On that day, the students looked more serious in starting the lesson.

First, the researcher and students reviewed the lesson in the previous meeting. Some students responded well, but some students in the back rows did not pay attention to the researcher's explanation. Next, the researcher asked the students about unforgettable experiences to lead them to the topic would be discussed. Some students gave an example about their unforgettable experiences, such as a happy moment of the study tour, scary moment, and embarrassment moment. Then, the researcher asked the students to do Task 1 by matching the pictures with correct words. The students had no difficulty to do the task, so the researcher continued the lesson by explaining kinds of unforgettable moment. When the students

already understood about kinds of unforgettable moment, the researcher started to explain how to express feelings in the recount text. The researcher asked the students to read the example of expressions that can be used. Then, the researcher gave the students an opportunity to ask about the materials. No one asked to the researcher, so she thought that they had already understood about the materials and then continued to the next tasks. The researcher showed an example of a recount text entitled *Oops, Wrong Person* and the mind map. Then the students were asked to answer the comprehension questions, identify the verbs, adjectives, and expressions to express feeling in the text. Most students directly started to work, but some of them walked around the class to ask their friends about some difficult vocabulary. The researcher gave them 10 minutes to finish the task. After all students had finished the task, the researcher and students discussed the task together.

After the discussion had finished, the researcher asked the students to play a game. The students were so enthusiastic when they heard about the game. Then the researcher explained the rules of the game, *Verbs Couple* game. The situation in the class became a little bit noisy when the researcher explained the rules. Some boys said that they did not agree with the rules because they had to work with girls in the game, so the researcher gave more explanation about it.

During the game, the students had to find their verb couple and made positive and negative sentences based on the verbs that they had.

The class situation was so noisy when the game was started. Most students enjoyed the game, but some of them broke the rules of the game. Overall, the game ran well and they completed the task to write sentences based on the verbs that they had. Then, the researcher asked the students to submit sentences that they had written.



Figure 6. The students played a verb couple game.

The bell rang when the researcher had finished collecting the students' work. Then, the researcher asked the students to do the next task at home. Before the researcher ended the class, she asked the students to have simple reflection about things they had learnt on that day. Finally, the researcher ended the class and thanked the students.

3. The Sixth Meeting

The sixth meeting was conducted in the Saturday morning, May 10th 2014. It was a bright morning when the researcher and the observer came to VIIC. There were only few students in the class when the researcher entered the class. Most students were still busy after having a

test on the *Penjaskes* subject. The researcher had to wait for about ten minutes until all students were ready in the class. While the researcher was waiting for the students to come, she wrote some sentences on the blackboard. Then, the researcher started the lesson by greeting and checking the roll.

Next, the researcher asked the students about their homework. Some students had not finished the homework yet, so the researcher asked them to submit the homework on Monday. Then, the researchers and students discussed Task 1 of the homework that had been finished by all students. In the middle of the discussion, some students were busy with their own business, so the researcher stopped the discussion until all students were quiet and paid attention to the researcher's explanation.

After the discussion on the homework had finished, the researcher asked the students to pay attention in the sentences on the blackboard. The students were asked to edit the wrong sentences on the blackboard then discussed it with the researcher. Next, the researcher distributed paper to students and asked them to do the task. The task asked the students to write a recount text about unforgettable experiences by drawing the mind map first. Some students commented on the task. They said that they were already bored to write. Then, the researcher explained again about the objectives of the learning and motivated them to write.

It was 09.15 a.m., when the students started to draw mind maps for their recount text. Some students walked around the class to borrow a

dictionary and look for their friends' writing. It made the situation in the class was noisy. The researcher asked the students not to disturb their friends or there would be punishment for them. The students started to be quiet and work on their own after listening to the researcher's warning.



Figure 7. The students did an individual task.

The bell rang at 10.10 a.m. The researcher asked the students whether they had finished the task or not. Most students answered the researcher's question by saying, "No." Then the researcher asked them to finish the task at home. The students were so happy to hear that. The researcher ended the class and thanked the students.

c. Reflection

In general, the teaching and learning process in the second cycle ran well. After applying mind mapping in the second cycle, the researcher found some positive effects on the students' motivation and achievement in writing. The students became more familiar with the use of the mind mapping technique in writing a recount text. As a result, they found no difficulties in drawing a mind map before writing the text. They spent

lesser time to write a recount text by using mind mapping. There was also an improvement in the students' ability in writing such as in the aspect of content, organization, vocabulary, language use, and mechanic. Based on the interview with the students, mind mapping was a useful technique in writing that could improve their motivation and ability in writing. Most students enjoyed the writing activity by using mind mapping. They love the activity in decorating mind maps using coloring pencil, as stated by some students in the interview after the research ended.

R : *Terus,,, apakah aktifitas-aktifitas dalam belajar menulis dengan menggunakan mind mapping, menurut kamu menyenangkan dan memotivasi dalam belajar?* (So... Do you think the writing activities in the class by using mind mapping are interesting and motivate you in learning?)

S1 : *Iya mbak menarik, terus itu juga hal baru buat kita, kan sebelumnya kita belum pernah pakai mind map. Juga pakai warna kan mbak, jadi pada nggak bosen dengan tulisan-tulisan terus.* (**Yes, miss. It is a new thing for us. We have no experience in using mind mapping before. Moreover, it uses colors, so we do not easily get bored with the written text.**)

(Interview Transcript 3.17/05/2014)

R : *Menggunakan mind mapping itu membantu kalian dalam menulis teks recount nggak? Kalau iya dalam hal apa?* (Did mind mapping help you in writing a recount text? If yes, in what condition?)

S1 : *Membantu. Itu mbak, dalam menyusun ide kita buat nulis ke teksnya itu. Jadi lebih mudah kalau pakai mind mapping.* (**Yes, it helped us in organizing our ideas into a text. It was easier by using mind mapping.**)

(Interview Transcript 4.17/05/2014)

After conducting post-research interviews with the students, the researcher also had an interview with the teacher. She asked the teacher's opinion about the implementation of the mind mapping technique in writing. The teacher

agreed that mind mapping can improve the students' motivation in learning as stated in the interview below.

R : <i>Lalu menyangkut masalah penerapan mind mapping sendiri pak, menurut anda apakah mampu membantu siswa dalam menulis?</i> (Next, in relation with the implementation of mind mapping itself, do you think it helped the students in writing?) ET : <i>Oh iya, itu menarik perhatian siswa dan membuat siswa tidak bosan karena kemarin menggambar begitu kan aktifitasnya? Itu memotivasi siswa dalam menulis.</i> (Yes, it attracted the students' attention and made the students not easily get bored because there was a drawing activity. It motivated the students in writing. (Interview Transcript 5.17/05/2014)
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C. Findings of the Research

By analyzing the data from the observation, interview, and tests, the researcher found a positive result of the research. After the implementation of the mind mapping technique in the writing process, the researcher found that the research achieved the goals in improving the students' writing skills and motivation in learning. There is an improvement on each indicator of writing in the first and second cycles.

The result of the assessment on the students' writing showed the improvement of ability in developing ideas, organizing ideas, using correct grammar, using correct mechanics, and choosing appropriate words. In assessing the students' writing, the researcher also asked the collaborator to assess it. Then, the researcher calculated the mean score from the researcher and collaborator's scores. The students' mean scores on each indicator can be seen in the table below.

Table 3. Students' mean score on the writing aspects

Aspect	Pre-test	Post-test 1	Post-test 2
Content	11.98	13.87	15.28
Organization	11.59	13.68	15.19
Vocabulary	10.25	11.91	13.14
Language Use	9.45	11.14	12.39
Mechanics	10.55	11.84	13.05

The table above shows the improvement of students' scores in each cycle. The gain score obtained in the aspect of content of the text is 3.33. The students had also an improvement in the aspect of text organization. The gain score obtained from the pre-test up to post-test is 3.60. The next is an improvement in the aspect of vocabulary use. The gain score obtained from the pre-test up to post-test is 2.89.

In the grammar aspect, the students also have a significant improvement in each cycle. The gain score obtained is 2.94. Lastly, in the mechanics aspect, the students have a significant improvement after the implementation of mind mapping. The gained score is 2.50. This is the lowest gain score than the other aspects in writing. The improvement of the students' scores is also presented by the researcher in the following chart and graphic.

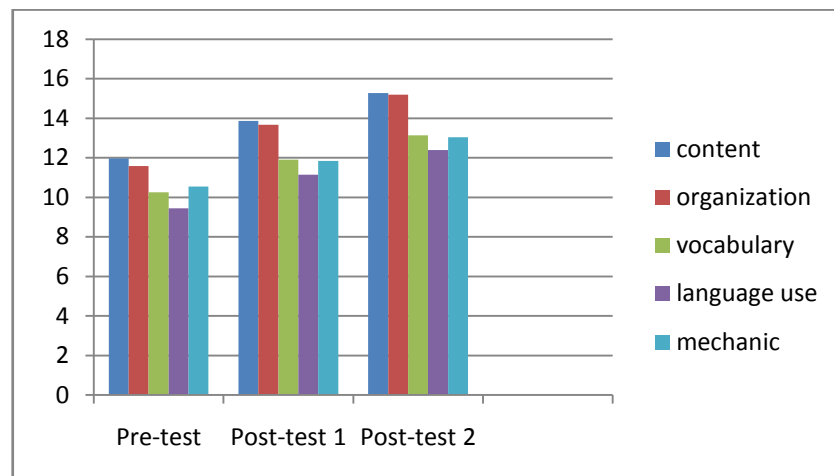


Figure 8. Students' improvement in all indicators

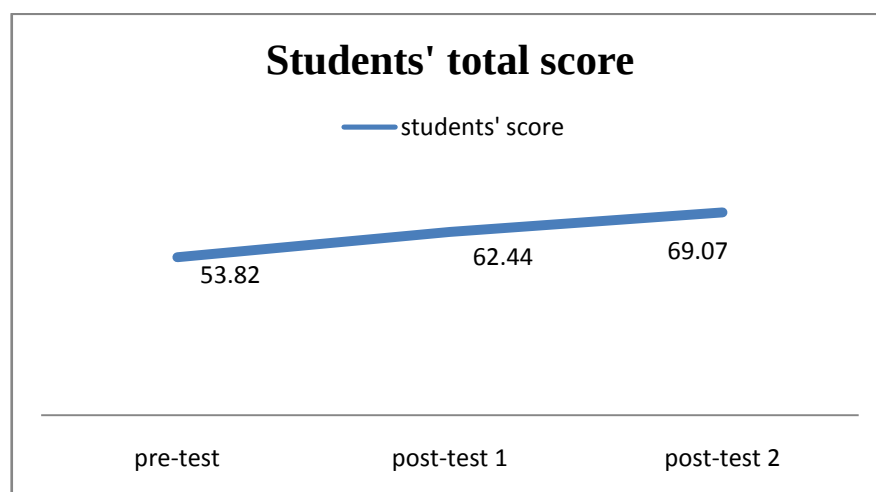


Figure 9. Students' total score improvement

The chart and graphic above show the significant improvement of the students' writing scores from the pre-test up to the post-test. There is positive improvement from each cycle. Beside the quantitative data analysis above, the researcher also made a qualitative data analysis. The table below shows the description of the improvement of students' writing ability before and after the actions.

Table 8. Description of the students' improvement in each aspect

Aspect	Before Implementation	After Implementation
Content	The content of the students' writing was inadequate development of the topic and had not matched to the purpose of recount text.	The content of the students' writing was mostly relevant to the purpose of recount text and there was good development of the topic.
Organization	The students' texts were loosely organized and some ideas were confuse. The students did not use time conjunctions to connect the sentence or paragraph.	The students' texts were well organized. They stated the ideas in a clear text organization. They used time conjunctions to make the text cohesive.
Vocabulary	There are frequent errors of the word choice and usage in the students' texts. The meaning was also sometimes confuse.	There were occasional errors of the word choice and usage in writing.
Grammar	The students' writing was dominated by errors of the agreement, tenses, articles, pronouns, and perpositions. Some of them were not enough to evaluate.	There were several errors of the agreement, tenses, articles, pronouns, and prepositions. Most students wrote the text by using the past tense.
Mechanic	There were frequent errors of the spelling, punctuation, and capitalization in the students' writing.	The students made occasional errors of the spelling, punctuation, and capitalization, but the meaning was not obscured.

Beside the students' scores in writing, there is also an improvement on the motivation and classroom situation during the process of teaching and learning. Mind mapping successfully attracted the students' interest in writing. Students enjoyed the writing activities. Mind mapping let the students to explore their ideas and creativity using lines, branches, pictures, and colors which were become the students' favorite activity. Mind mapping also guided the students in writing the recount text. They had no difficulties in organizing the text. The students' participation in the class also increased. More students were active in the class discussion. The writing class was conducive and no longer boring.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

Based on the elaboration and discussion in the previous chapter, it can be concluded that the mind mapping technique improved the students' ability in writing and motivation in learning. There was an improvement on each writing indicator, namely content, organization, vocabulary, language use, and mechanic. The improvement of the writing ability can be seen from the scores in the pre-test, post-test 1, and post-test 2. The mean score in the pre-test is 53.82, and after the implementation of the mind mapping technique, the students' mean score in the post-test1 is 62.44, and in the post-test 2 their mean score is 69.07.

The students also showed interest in the learning process. They enjoyed the writing activities using mind mapping. The students did not easily get bored and sleepy during the class. Although some students still made noise and broke rules in some activities such as in the game and individual tasks, they did the tasks and paid attention to the researcher's explanation. The students' attendance in the class was also good, only one student missed the class in the first meeting and in the remaining meeting all students came to the class.

From the statement above, the researcher concludes that the research ran well and successfully improved the students' writing skills and motivation in learning.

B. Implications

The use of a technique in teaching is an important matter for teachers. The technique in teaching must be appropriate to make the objective of the learning achieved. The choice of the appropriate technique will give a big impact on the result of learning. So, teachers must consider the technique that is used in the class. Junior high school students are considered as young learners of English. They need an interesting technique and media in learning. The activities in the class should also be various, in order to make them enjoy their learning.

The result of the research above shows that the mind mapping technique improves the students' writing skills and motivation in learning. As a pre-writing activity, it helped the students in activating their mind to brainstorm ideas for writing. The students also enjoyed the activity of the mind maps making. It makes the students think that writing is not a difficult and boring activity to do.

This research has advantages for students and the teacher. It improves the students' ability to develop ideas, organize ideas, use correct grammar, use appropriate words, and use correct mechanic in writing. For the teacher, the research will be able to enrich the techniques in teaching

English. In conclusion, the mind mapping can be used as an effective technique in the writing class that can motivate the students in learning and improve their writing ability.

C. Suggestion

Based on the conclusion and implication above, there are some suggestions from the researcher related to teaching writing:

a. For the teacher

Mostly, students think that writing is not interesting and difficult to be mastered. Considering that, the teacher must be creative and selective to use an interesting technique and media in teaching writing. Students' motivation is an important aspect in learning, so the teacher should be able to keep the students' motivation in learning in order to make the teaching and learning process runs well. An example way to motivate the students in learning is by an using interesting technique and media. The mind mapping is an example of the interesting technique in teaching writing. It can be used in the pre-writing activity to motivate the students in writing. It involves activities of drawing and writing, so the students will find it interesting. The use of colors in the mind mapping process also makes the students enjoy the activity. Moreover, it is also helpful in improving the students' writing ability. So, the teacher can use this technique to improve the students' interest and ability in writing.

b. For the school

The institution should support the English teacher to improve the quality of their teaching by providing facilities that enable them to access new materials and media for teaching. The institution should facilitate class stationery such as some whiteboard and some coloring board marker to afford students' boredom.

c. For other researchers

This research implements mind mapping in improving the students' writing skills. It is hoped that the result can be used as additional reference for further research in different context.

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APPENDICES

INTERVIEW GUIDELINES

A. For the English teacher (before implementation)

Question Items

1. Aktifitas-aktifitas apakah yang sering Bapak gunakan saat mengajar menulis?
2. Apakah Bapak sering mengajarkan langkah-langkah dalam menulis seperti *planning, drafting, editing*, dan *final version*?
3. Bagaimanakah Bapak menjelaskan kepada siswa mengenai materi-materi dalam menulis? Teknik apa yang anda gunakan untuk menjelaskan materi kepada siswa?
4. Media apakah yang sering Bapak gunakan dalam pelajaran menulis?
5. Bagaimana pendapat Bapak mengenai motivasi siswa dalam menulis?
6. Bagaimanakah pendapat Bapak mengenai kemampuan siswa dalam menulis?
7. Kesulitan apakah yang sering Bapak temui saat mengajar menulis?
8. Apakah Bapak pernah menggunakan teknik mind mapping dalam mengajar menulis?

B. For students (before implementation)

Question Items

1. Aktifitas apa saja yang diberikan oleh guru saat pelajaran menulis?
2. Bagaimana pendapat kalian tentang cara guru menyampaikan materi?
3. Apakah pelajaran menulis berjalan menyenangkan? Apa yang membuat menyenangkan?
4. Kalau menulis biasanya dapet idenya dari mana? Sering kehabisan ide tidak saat menulis?
5. Apakah anda suka dengan pelajaran menulis? Kenapa?
6. Kesulitan apa yang sering kalian hadapi saat pelajaran menulis? Apakah mencari ide, kosa kata, struktur kalimat (tenses), atau yang lain?

7. Apakah guru pernah meggunakan media menarik dalam pembelajaran menulis?
8. Apakah guru pernah menggunakan mind mapping dalam pembelajaran menulis?

C. For the English teacher and collaborator (after implementation)

Question Items

1. Bagaimana menurut pendapat anda tentang implementasi tehnik mind mapping dalam kelas menulis?
2. Apakah menurut anda penggunaan tehnik mind mapping ini dapat membantu siswa dalam menulis?
3. Apakah menurut anda aktifitas-aktifitas yang telah diterapkan oleh peneliti sudah tepat dalam kegiatan menulis?
4. Bagaimanakah pendapat anda mengenai respon siswa terhadap penggunaan tehnik mind mapping dalam menulis?
5. Apakah tehnik ajar yang digunakan oleh peneliti dapat membantu siswa dalam memahami materi dengan lebih mudah?
6. Bagaimanakah pendapat anda tentang cara peneliti dalam menyampaikan materi kepada siswa?
7. Apakah menurut anda ada peningkatan pada kemampuan menulis siswa, setelah menggunakan tehnik mind mapping?

D. For students (after implementation)

Question Items

1. Bagaimana pendapat kalian tentang cara peneliti dalam menyampaikan materi di kelas? Apakah jelas, sangat jelas, atau kurang jelas?
2. Apakah aktifitas-aktifitas menulis dengan menggunakan mind mapping di kelas menyenangkan?
3. Apakah media yang digunakan oleh peneliti dalam menyampaikan materi membantu kalian memahami materi dengan lebih mudah dan menyenangkan?

4. Apakah mind mapping membantu kalian dalam meningkatkan kemampuan menulis? Kalau iya dalam hal apa?
5. Apakah saran kalian terkait dengan penelitian ini?

INTERVIEW TRANSCRIPT

Interview Transcript 1 (Before actions)

Wednesday, January 15, 2014 (10.00 a.m. in the teacher office)

R : the researcher

ET : The English teacher

R : Selamat pagi Pak, maaf mengganggu Bapak sebentar.

ET : Iya nggak papa mbak, mau interview ya?

R : Iya ini Pak mengenai kegiatan belajar mengajar di kelas delapan C.

ET : Ke kantor saja kalau begitu.

R : Baik pak. (R dan ET menuju kantor guru) Menurut bapak kemampuan menulis anak-anak kelas delapan C itu gimana pak?

ET : Kalau kemampuan menulis anak-anak kelas C itu ya dibawah rata-rata mbak, tapi ya ada satu dua anak yang pintar itu lumayan menulisnya. Mereka itu sangat lemah pada struktur kalimatnya, jadi kalau nulis itu grammarnya masih banyak yang salah.

R : O... jadi begitu pak. Ngomong-ngomong sekarang materi di kelasedang membahas apa pak?

ET : Iya mbak sekarang materinya sampai di passive voice. Mereka belajar mengubah kalimat positif dan interogatif ke bentuk pasif.

R : Kalau aktifitas-aktifitas dalam pelajaran menulis sendiri apa yang biasa diberikan pak? Biasanya anak-anak sering bekerja kelompok atau individu pak kalau di writing?

ET : Kadang-kadang kelompok tapi lebih sering individu. Aktifitasnya sendiri seperti melengkapi kalimat rumpang, jumble words atau sentences mbak. Menulis itu emang kegiatan yang paling sulit bagi siswa mbak. Pas menyusun jumble words atau sentences itu mereka banyak yang salah di strukturnya. Pada saat menulis kalimat siswa juga mengalami kesulitan dalam grammar. Mereka itu sering menjejer-jejer kata dalam kamus dan

yang namanya kata kerja dan to be itu banyak yang masih bingung. Ada yang menulis kata kerja dobel, ada juga yang kata kerjanya belum ada dalam kalimat itu.

- R : Jadi tulisan yang dibuat siswa itu masih Indonesian-English begitu ya pak?
- ET : Iya, jadi mereka itu tadi menjejer-jejer kata di kamus. Pernah anak itu ingin menulis “ Saya baru saja makan” dan mereka menulis bahasa Inggrisnya “I new eating” itu kan kesalahan yang parah mbak. Memang menulis itu sesuatu yang rumit buat anak-anak, tapi mejadi guru bahasa Inggris itu menarik lihat tulisan-tulisan anak yang lucu seperti itu tadi.
- R : Hehe... iya pak jadi lebih menantang. Lalu setelah anak menulis itu hasil kerjanya langsung dikumpul ke Bapak atau gimana pak?
- ET : Iya biasanya langsung dikumpulkan ke saya terus saya koreksi dan nanti dikembalikan ke siswa.
- R : Lalu apakah bapak sering mengajarkan langkah-langkah dalam menulis ke siswa seperti planning, drafting, editing dan planning?
- ET : Kalau itu belum mbak, jadi nulisnya itu masih yang sederhana-sederhana. Menurut saya itu kalau diajarkan ke siswa SMP mereka masih belum mudeng, mungkin itu untuk tingkatan SMA itu nanti.
- R : Kalau dalam menemukan dan menyusun ide dalam menulis sendiri apakah siswa mengalami kesulitan pak?
- ET : Itu tadi mbak buat menyusun ide-ide mereka masih terbentur sama struktur kalimat, jadi mereka mengalami kesulitan disitu.
- R : Kemudian media apa yang sering digunakan saat mengajarkan writing pak?
- ET : Kalau media saya jarang menggunakan laptop, soalnya pas gurunya sibuk mengoperasikan laptop siswa di belakang itu sudah ramai sendiri. Paling pas listening itu pernah saya putarkan film lalu saya suruh melengkapi kalimat yang rumpang. Itu kalimatnya ya yang masih sederhana dan nggak rumit mbak soalnya siswa itu cepat bosan dengan tayangan LCD yang terlalu

penuh tulisan.

- R : Iya pak. Kalau buku-buku yang sering dipakai sendiri apa pak?
- ET : Ini saya pakai English in Focus untuk ngambil teks-teksnya, tapi latihan-latianannya saya jarang pakai yang di buku ini mbak karena disini sudah ada kuncinya. Siswa kan jadi nggak belajar karena bisa lihat kunci disini. Biasanya materi saya ambil dari buku-buku yang relevan mbak. Ini juga ada LKS yang digunakan latihan siswa.
- R : Menurut bapak motivasi siswa dalam menulis sendiri bagaimana pak? Kalau ada tugas menulis teks itu hasil tulisan mereka apakah banyak atau sedikit pak?
- ET : Ya kadang-kadang mereka termotivasi, tapi entah termotivasinya itu karena tugas harus cepat dikumpulkan atau gimana juga kurang jelas. Kalau disuruh menulis itu hasilnya sedikit sekali mbak paling satu paragraf itu Cuma tiga kalimat, ya meski ada beberapa anak yang pintar tadi nulisnya lumayan banyak.
- R : Kemudian kesulitan apa yang sering bapak temui saat mengajar writing pak?
- ET : Kesulitannya anak itu susah menguasai materi, jadi sekarang diajarkan besoknya udah lupa lagi. Pas pelajaran itu juga ada beberapa anak yang cuek dan nakal yang tidak memperhatikan pelajaran mbak, jadi agak susah untuk mengajar anak-anak yang bertipe seperti itu. Dan juga yang tadi itu anak cenderung menjejer-jejer kata dalam kamus saat menulis, maksudnya sudah benar tapi struktur kalimatnya masih belum benar.
- R : Apakah bapak pernah menggunakan teknik mind mapping dalam writing?
- ET : Belum, belum pernah mbak. Ya silakan saja nanti dipraktekkan dan sebisanya saya bantu. Selama siswa masih bisa mengakses itu nggak masalah.
- R : Oh, iya terima kasih bapak. Mungkin ini dulu pak pertanyaannya dan sekali

saya minta maaf sudah mengganggu bapak.

ET : O, iya nggak papa disini kan saya bantu sampeyan.

R : Baik, terimakasih untuk interviewnya hari ini Bapak.

ET : Ya sama-sama.

Interview Transcript 2

Wednesday, January 15, 2014 (09.30 a.m. in the class)

R : the researcher

S1 : first student (Annisa)

S2 : second student (Erina)

S3 : third student (akma)

R : Hai.. maaf ni ganggu bentar boleh nggak?

S1 & S2 : Boleh mbak.

S3 : Aku sambil makan nggak papa ni mbak?

R : Iya sambil diterusin aja nggak papa. Ngomong-ngomong kenalan dulu deh, aku Resty (sambil berjabat tangan).

S1 : Annisa.

S2 : Erina.

S3 : Akma mbak, dari mana si mbak?

R : Aku dari UNY nih, yang kemarin KKN disini Dik.

S3 : O... yang sama mas Agung itu ya?

R : Iya. Ni aku mau Tanya-tanya soal pelajaran bahasa Inggris boleh kan? Ngomong-ngomong suka nggak sama pelajaran bahasa Inggris?

S1 : Suka-suka aja si mbak.

S2 & S3 : Kadang suka, kadang nggak mbak hehe.

R : Ok... nggak papa banyak kok yang bilang gitu. Terus menurut kalian kalian suka nggak dengan cara megajar guru bahasa Inggris

- kalian?
- S1 : Iya mbak, kalau nerangin jelas.
- R : Emmm... emang kalau nerangin biasanya gimana Dik?
- S2 : Ya dijelasin gitu mbak, ntar yang penting-penting suruh catat.
- S3 : Kadang juga bahas soal di LKS mbak.
- R : O, gitu... Terus ngomong-ngomong kalian suka pelajaran writing nggak?
- S3 : Maksudnya gimana mbak?
- R : Contohnya kalau kalian disuruh nulis kalimat atau bikin teks gitu gimana? Kalian suka nggak?
- S2 : Iya asyik mbak.
- S3 : Enjoy mbak.
- R : Oya kenapa kok suka sama writing?
- S1 : Pengin nulis aja si mbak.
- R : Terus kalau lagi nulis biasanya dapet ide dari mana?
- S1 : Sendiri mbak.
- S3 : Pengalaman sendiri biasanya mbak.
- R : Kalian lebih suka idenya dikasih sama guru atau bebas?
- S2 & S3 : Bebas mbak.
- R : Oya kalau nulis itu biasanya tugasnya kelompok atau individu, trus dikerjain di sekolah atau dirumah?
- S1 : Biasanya sendiri-sendiri mbak, kalau disekolah belum selesai dikerjain di rumah.
- R : Kalau pas nulis, kesulitan apa yang sering kalian hadapi? Apa nemuin kosakatanya, sruktur kalimat, cari idenya, atau yang lain?
- S2 : Yang susah itu struktur kalimatnya mbak, yang tenses itu. Kalau kosakata kan cari di kamus.
- S1 & S3 : Iya mbak yang susah strukturnya.
- R : Kalian masih kesulitan nggak kalau misal udah nemu ide, trus buat ngembangin idenya gimana?
- S1, S2,S3 : Ya kadang-kadang si mbak.

- R : Lalu kalau pelajaran menulis, guru sering menggunakan media apa
Dik? Mungkin pakai laptop dan LCD, gambar-gambar gitu?
- S2 : Nggak pakai mbak, ni biasanya pakai LKS.
- S3 : Ada buku paket juga mbak, tapi jarang dipakai.
- R : Ok... Kalian tau nggak tentang teknik mind mapping dalam menulis?
- S1 : Belum tau si mbak kalau di bahasa Inggris, tapi kayaknya dulu pernah dengar di PKn.
- S2 : Yang peta konsep itu kan mbak? Kalau di bahasa Inggris belum pernah mbak.
- R : Iya. Baik kalau gitu makasih ya Dik buat interviewnya.
- S1,S2,S3 : Masama mbak.

Interview Transcript 3

Wednesday, January 15, 2014 (11.30 a.m. in the class)

R : the researcher

S1 : Lena

S2 : Mela

S3 : Arga

R : Hai... boleh tanya-tanya bentar nggak nih?

S1 & S3 : Boleh-boleh mbak.

R : Kenalan dulu deh, aku Resty. (sambil berjabat tangan)

S1 : Lena.

S2 : Mela mbak.

S3 : Arga.

R : Ok... ngomong-ngomong kalian suka nggak sama cara guru menyampaikan materi? Cara guru menyampaikan materi pelajaran gimana si menurut kalian?

S1 : Kurang begitu suka si mbak kalau menurut aku cara

- menyampaikannya kurang jelas.
- S2 : Iya aku juga sama mbak.
- S3 : Kurang jelas nerangin materinya mbak, apalagi pas tenses-tenses itu susah, jadi nggak begitu suka.
- R : Cara beliau menerangkan sendiri gimana si Dik?
- S1 : Ya dijelaskan rumusnya terus suruh catat gitu mbak.
- R : Lalu aktifitas-aktifitas pas pelajaran writing itu biasanya apa saja?
- S2 : Bikin kalimat gitu sama nulis teks juga pernah.
- R : Kalau aktifitas seperti itu biasanya kelompok atau individu?
- S1 : Seringnya individu mbak.
- S2 : Iya jarang kalau kelompok.
- R : Kalian sendiri suka nggak sama pelajaran writing?
- S3 : Kalau aku nggak terlalu suka si mbak.
- S1 : Iya mbak apalagi kalau nulisnya banyak.
- S2 : Ya tergantung si mbak nulisnya banyak atau sedikit.
- R : Kalau misal suruh nulis dan harus dikumpulkan kalian jadi termotivasi?
- S1 : Ya semangat tapi terpaksa mbak.
- S2 : Ya itu tadi mbak kalau nulisnya banyak masih malas.
- R : Oya, guru biasanya saat pelajaran writing pakai media apa? Apakah laptop dan LCD, gambar-gambar, atau yang lain?
- S1 : Nggak pernah itu mbak, paling LKS mbak. Kita nggak sukanya itu kadang gurunya nggak ngikuti yang ada di buku, jadi besok kita mau belajar tentang apa itu kadang bingung.
- S2 : Betul-betul mbak.
- R : Terus kalian menemui kesulitan nggak saat pelajaran menulis, seperti kosakata, struktur kalimat, atau nyusun idenya?
- S3 : Yang paling sulit itu strukturnya, yang tenses itu susah.
- S2 : Aku juga sama mbak, buat nyusun itu masih kurang jelas.

- S1 : Masih bingung itu lho mbak yang mana yang subyek, to be, kata kerja dan lain-lain itu.
- R : Lalu dengan menyusun ide tulisan itu sendiri gimana? Misalnya kalian udah dapat tema dan judul, kira-kira kalian masih bingung nggak buat mengembangkan itu tadi?
- S1 : Kadang juga bingung mbak.
- S2 : Masih lumayan bingung.
- R : Kalau masalah cari ide, kalian lebih memilih ide yang diberikan guru atau bebas?
- S3 : Suka yang bebas.
- S1 : Iya mbak suka yang bebas, kan nggak semua siswa punya pengalaman tentang ide sama yang dikasih guru.
- R : Guru pernah memakai tehnik mind mapping buat menulis nggak Dik? Kalian tau tehnik mind mapping?
- S2 & S3 : Belum pernah mbak.
- S1 : Belum tau juga mbak.
- R : Ok... kalau begitu. Terimakasih ya buat waktunya.
- S1,2,3 : Iya sama-sama mbak.

Interview Transcript 4

Wednesday, January 15, 2014 (11.40 a.m. in the class)

R : the researcher

S1 : Okni

S2 : Dewi

R : Hai... boleh ganggu bentar nggak nih?

S1 & S2 : Nggak papa mbak.

R : Kenalan dulu deh, aku Resty. (sambil berjabat tangan)

S1 : Okni.

S2 : Dewi mbak.

R : Ok... mau Tanya soal pelajaran bahasa Inggris nih. Ngomong-

ngomong kalian suka nggak sama cara guru menyampaikan materi?

Cara guru menyampaikan materi pelajaran gimana si menurut kalian?

- S1 : Suka mbak.
- S2 : Aku juga suka mbak.
- R : Kenapa suka? Cara guru menyampaikan materi gimana si?
- S2 : Emm, karena neranginnya jelas.
- S1 : Iya jelas nerangin tenses-tenses itu mbak.
- R : Kalau pelajaran writing sendiri kalian suka nggak?
- S1 & 2 : Kadang suka kadang nggak juga si mbak.
- R : Kenapa kok kadang nggak suka?
- S1 : Nyusun kalimatnya susah kadang mbak. Kalau sukanya kita bisa nulis-nulis gitu.
- R : Kalau pas writing sendiri kalian ada kesulitan nggak buat cari ide yang akan ditulis? Suka sama ide yang ditentukan guru atau bebas?
- S2 : Kalau nemuin ide sudah jelas si mbak, tapi lebih suka sama ide yang bebas menurut kita masing-masing.
- S1 : Iya suka ide yang bebas juga mbak.
- R : Misal kalian udah dapet idem au nulis apa nih, buat ngembangin ide ke cerita itu nemuin kesulitan nggak?
- S2 : Ya kadang-kadang bingung juga mbak.
- S1 : Lumayan bingung mbak.
- R : Guru kalau pas pelajaran writing sering pakai media apa? Apa Laptop dan LCD, gambar-gambar, atau yang lain?
- S1 & 2 : Nggak pakai mbak, biasanya pakai LKS atau buku paket.
- R : Pas writing kalian mengalami kesulitan apa? Apa kosakata, struktur kalimat, nyusun ide, atau yang lain?
- S2 : Yang susah itu struktur kalimatnya mbak, kadang masih bingung tenses'nya.

- S1 : Iya itu kadang bikin bingung.
- R : Ok, kalian pernah memakai tehnik mind mapping dalam writing nggak?
- S1 & 2 : Belum pernah mbak.
- R : Ok, kalau begitu makasih ya buat waktunya.
- S1 & 2 : Iya mbak.

Interview Transcript 5 (after the actions of Cycle 1)

Monday, April 7th, 2014

- R : the researcher
- C : the collaborator
-
- R : Menurut kamu, implementasi mind mapping pada cycle 1 ini gimana?
- C : Bagus, karena siswa lebih aktif dan memotivasi mereka dalam menulis, khususnya dalam hal mengembangkan ide dan menyusun ide, mind mapping sangat membantu siswa.
- R : Lalu respon siswa sendiri terhadap tehnik mind mapping ini gimana menurut kamu?
- C : Sebagian besar responnya baik kok, Cuma beberapa siswa yang memang agak susah diatur memang tidak memberikan respon yang positif. Hal ini terlihat dari sikap mereka saat pelajaran tetap ramai sendiri dan mengganggu konsentrasi teman yang lain.
- R : Menurut kamu cara peneliti dalam menyampaikan materi di kelas bagaimana?
- C : Sudah jelas, tapi pas menjelaskan materi pastikan semua siswa memperhatikan dan tidak tertinggal dengan penjelasannya. Karena kemarin pas menjelaskan tentang action verbs itu beberapa siswa yang duduk di baris belakang tidak memperhatikan penjelasannya dan ramai sendiri.

- R : Apakah saran kamu untuk perbaikan di cycle selanjutnya?
 C : Menurut aku, mungkin manajemen kelasnya lebih diperbaiki lagi.
 terutama manajemen waktunya.

Interview Transcript 6

Saturday, April 5th , 2014 (10.30 a.m. in the class)

- R : the researcher
 S : Minati
- R : Hai Minati, mau tanya-tanya dikit boleh nggak nih?
 S : Iya mbak.
 R : Ini tentang pelajaran menulis selama aku yang mengajar. Emm...
 menurut kamu selama ini aku kalau mengajar dan menyampaikan materi
 udah jelas belum si menurut kamu?
 S : Menurut aku udah jelas mbak, cuma suaranya kurang keras.
 R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini
 Dengan menggunakan mind mapping khususnya, menurut kamu
 menyenangkan dan
 memotivasi nggak dalam belajar?
 S : Memotivasi mbak, jadi nggak bikin bosan karena ada aktifitas
 menggambaranya gitu.
 R : O, gitu. Kalau media yang aku gunakan itu sendiri, misalkan seperti
 laptop,
 LCD, dan gambar-gambar itu membantu kalian dalam memahami materi
 dengan lebih mudah, menurut kamu?
 S : Medianya bagus mbak, kayak pas kemarin kita tes itu ada musikanya jadi
 nggak bikin pusing dan menghibur.
 R : Menggunakan mind mapping itu membantu kamu dalam menulis teks
 recount nggak? Kalau iya dalam hal apa?
 S : Membantu.
 R : Dalam hal apa?

- S : Dalam menyusun ide kita buat nulis ke teksnya itu. Jadi lebih teratur gitu.
- R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?
- S : Iya mbak memotivasi.
- R : Sebenarnya kamu udah paham belum mengenai mind mapping dan recount texts itu sendiri?
- S : Lumayan mbak kalau itu, yang susah pola kalimatnya.

Interview Transcript 7

Saturday, April 5th, 2014 (10.30 a.m. in the class)

- R : the researcher
- S : Renaldi
- R : Re sini dong tanya-tanya dikit boleh nggak?
- S : Tanya apa mbak?
- R : Ini tentang pelajaran menulis selama aku yang mengajar. Emm... menurut kamu selama ini aku kalau mengajar dan menyampaikan materi udah jelas belum si menurut kamu?
- S : Jelas si mbak, Cuma kurang tegas.
- R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?
- S : Seru kok mbak, ada menggambar juga.
- R : O, gitu. Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD, dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?
- S : Membantu, dengan pake LCD itu kita jadi nggak bosan.
- R : Menggunakan mind mapping itu membantu kamu dalam menulis teks

recount nggak? Kalau iya dalam hal apa?

S : Membantu, pas menyusun id eke teksnya mbak, jadi nggak bingung lagi

R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?

S : Iya mbak memotivasi.

R : Sebenarnya kamu udah paham belum mengenai mind mapping dan recount texts itu sendiri?

S : Udah sebagian besar paham mbak, cuma kadang-kadang kurang teliti.

Interview Transcript 8

Saturday, April 5th, 2014 (10.30 a.m. in the class)

R : the researcher

S : Anton

R : Anton aku mau tanya-tanya dikit boleh nggak?

S : Ya nggak papa mbak?

R : Ini tentang pelajaran menulis selama aku yang mengajar. Emm... menurut kamu selama ini aku kalau mengajar dan menyampaikan materi udah jelas belum si menurut kamu?

S : Udah jelas mbak.

R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?

S : Aku suka dengan pakai mind mapping itu mbak, memotivasi.

R : O, gitu. Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD, dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?

S : Cukup membantu, pakai gambar-gambar dan LCD.

R : Menggunakan mind mapping itu membantu kamu dalam menulis teks

recount nggak? Kalau iya dalam hal apa?

S : Lumayan membantu, jadi lebih gampang cari ide dan nyusun teks.

R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?

S : Memotivasi.

R : Sebenarnya kamu udah paham belum mengenai mind mapping dan recount texts itu sendiri?

S : Paham mbak, tapi pola kalimat yang verb 2 masih belum begitu paham.

Interview Transcript 9

Saturday, April 5th, 2014 (10.30 a.m. in the class)

R : the researcher

S : Mufida

R : Mufida aku mau tanya-tanya dikit boleh nggak?

S : Ya sini mbak?

R : Ini tentang pelajaran menulis selama aku yang mengajar. Emm... menurut kamu selama ini aku kalau mengajar dan menyampaikan materi udah jelas belum si menurut kamu?

S : Cukup jelas mbak buat aku.

R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?

S : Mind mappingnya seru mbak, walau aku nggak pinter menggambar tapi itu bikin seru.

R : O, gitu. Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD, dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?

S : Iya jadi bervariasi dalam menerangkan materi membuat kita lebih paham.

- R : Menggunakan mind mapping itu membantu kamu dalam menulis teks recount nggak? Kalau iya dalam hal apa?
- S : Membantu, jadi aku nggak pusing pas nulis teksnya karena udah ada drafnya.
- R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?
- S : Memotivasi sekali.
- R : Sebenarnya kamu udah paham belum mengenai mind mapping dan recount texts itu sendiri?
- S : Alhamdulillah sudah mbak, tapi nggak tau kok juga masih banyak yang salah terutama pola kalimat itu lho mbak.

Interview Transcript 10 (after the actions of Cycle 2)

Saturday, May 17, 2014 (11.00 a.m. in the teacher office)

R : the researcher

ET : English teacher

- R : Selamat pagi pak, maaf saya mengganggu bapak lagi.
- ET : Oh, iya nggak papa mbak. Mari ke ruang guru saja. Mau interview ya?
- R : Iya ini pak, sekalian minta tanda tangan bapak.
- ET : Ok. Silahkan.
- R : Begini pak, kemarin kn bapak sempat mengobservasi saya mengajar kalau tidak salah dua pertemuan ya pak. Nah itu menurut bapak cara saya mengajar bagaimana pak?
- ET : Iya kemarin Cuma du pertemuan saya ke kelas jenengan. Kalau keseluruhansudah baik mbak, ya paling cuma menejemen kelasnya saja yang masih kurang.
- R : Iya pak, kemarin dari PPL memang sulit sekali kalau sudah menyangkut menejemen kelas.

- ET : Begini mbak, bukan cuma jenengan saja yang mengalami kesulitan dalam
Hal manajemen kelas. Kemarin pas saya jadi pengawas pun juga
mengobservasi guru-guru yang senior dan masalah mereka juga rata-rata
pada manajemen kelasnya. Jangankan anda yang masih mahasiswa, guru-
guru senior saja juga mengalami masalah yang sama. Ya ini buat
pengalaman saja.
- R : Iya pak. Lalu menyangkut masalah penerapan mind mapping sendiri pak,
menurut anda apakah mampu membantu siswa dalam menulis?
- ET : Oh iya, itu jadi membuat siswa tidak bosan karena kemarin menggambar
begitu kan aktifitasnya? Itu memotivasi siswa dalam menulis.
- R : Iya pak, lalu secara keseluruhan program saya ini bagaimana pak
menurut bapak?
- ET : Kalau secara keseluruhan saya lihat berjalan dengan baik mbak, ya
meskipun berakhir agak terlambat dari waktu yang direncanakan, tapi itu
kan memang karena agenda sekolah yang sangat padat. Siswa juga
terlihat
bersemangat saat pelajaran writing.
- R : Iya Alhamdulillah pak. Kemudian saran bapak untuk kedepannya
bagaimana pak?
- ET : Ya dengan ada penelitian seperti ini kan bisa menjadi pengalaman buat
jenengan dan juga saya. Saya juga belajar mbak dari anda. Kedepannya
agar
menjadikan pengalaman di sini menjadi lebih baik. Terus yang mengenai
manajemen kelas tadi nggak usah khawatir mbak, itu bisa dipelajari
dengan berjalan nantinya.
- R : Baik pak. Ngomong-ngomong terima kasih banyak pak atas waktunya.
- ET : Iya nggak masalah mbak.

Interview Transcript 11

Saturday, May 17, 2014

R : the researcher

C : the collaborator

R : Menurut kamu, implementasi mind mapping pada kegiatan menulis ini bagaimana?

C : Cukup bagus ya. Bisa meningkatkan kemampuan bahasa inggris siswa sekaligus mengembangkan daya kreasi. Terus juga bisa buat selingan kegiatan, jadi siswa gak bosan. Kan biasanya kalo kegiatannya monoton siswa jadi bosan.

R : Apakah menurut anda penggunaan tehnik mind mapping ini dapat membantu siswa dalam menulis?

C : Bisa, ini bisa membanti siswa dalam menulis ya. Terutama buat developing ideas. Kayaknya kalo pake mind mapping juga lebih rapi tulisannya, maksudnya gg mencar2 gitu isi dari tulisannya.

R : Apakah menurut anda aktifitas-aktifitas yang telah diterapkan oleh peneliti sudah tepat dalam kegiatan menulis?

C : Menurutku sudah, rest. Aktifitasnya cukup menarik si, kayaknya anak-anak pada seneng kalo disuruh gambar-gambar.

R : Bagaimanakah pendapat anda mengenai respon siswa terhadap penggunaan tehnik mind mapping dalam menulis?

C : Menurut aku si mereka seneng ya diajak bikin mind map, antusias gitu. Kayaknya mereka asyik banget pas bikin mind map.

R : Apakah tehnik ajar yang digunakan oleh peneliti dapat membantu siswa dalam memahami materi dengan lebih mudah

C : Kalo dilihat dari nilainya si bisa ya. Nilai mereka meningkat, kan? Berarti

mereka paham kan kalo nilainya meningkat?

- R : Bagaimanakah pendapat anda tentang cara peneliti dalam menyampaikan materi kepada siswa?
- C : Uda bagus si. Cukup jelas kok penyampaianya. Cuma kadang-kadang sebagian anak cowok emang perlu perhatian khusus.
- R : Apakah menurut anda ada peningkatan pada kemampuan menulis siswa, setelah menggunakan tehnik mind mapping?
- C : Ada. Dari segi nilai kan meningkat. Terus juga pas pelajaran yang tadinya rame kalo disuruh nulis juga uda lumayan anteng, lebih banyak yang mau buka kamus. Disbanding sama pre-test, tulisan mereka sekarang lebih rapi gak si? Lebih urut gitu. Beberapa juga bisa menulis lebih banyak dari sebelumnya.

Interview Transcript 12

Saturday, May 17, 2014 (10.30 a.m. in the class)

- R : the researcher
- S : Rosita
- R : Hai, mau tanya-tanya dikit boleh nggak nih?
- S : Iya mbak, tentang apa e?
- R : Ini tentang pelajaran menulis selama aku yang mengajar. Emm... menurut kamu selama ini aku kalau mengajar dan menyampaikan materi udah jelas belum si menurut kamu?
- S : Kalau jelas sih udah kok mbak, kan juga sering diulang-ulang gitu jadi aku si udah dong (jelas).
- R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?
- S : Iya mbak menarik, terus itu juga hal baru buat kita, kan sebelumnya kita

belum pernah pakai mind map. Juga pakai warna kan mbak, jadi pada nggak bosen dengan tulisan-tulisan terus.

- R : O, gitu. Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD, dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?
- S : Udah bagus mbak, juga membantu kita kok dan juga nggak bikin bosen karena pakai media itu. Kita jadi lebih mudah ngertinya mbak, jadi kita nggak pusing dengan materi recount text yang banyak itu.
- R : Okay... secara keseluruhan nih, dengan adanya program ini kamu terbantu nggak dalam meningkatkan kemampuan menulis?
- S : Iya mbak terbantu banget, cuma kadang-kadang yang cowok susah diatur kan mbak, dan itu mengganggu kita. Apalagi suara mbak kan nggak keras. Hehehe
- R : Iya si, mereka memang agak sulit diaturnya. Menggunakan mind mapping Itu membantu kalian dalam menulis teks recount nggak? Kalau iya dalam hal apa?
- S : Membantu.
- R : Emmm... dalam hal apa?
- S : Itu mbak, dalam menyusun ide kita buat nulis ke teksnya itu. Jadi lebih mudah kalau pakai mind mapping.
- R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?
- S : Iya mbak udah baik dan memotivasi.
- R : Terus saran kamu buat program ini kedepannya gmana?
- S : Sebenarnya udah bagus mbak cara mengajarnya, cuma kadang mbak kurang tegas dalam menangani teman-teman yang nakal. Biasanya guru-guru lain itu tegas banget mbak sama mereka.
- R : Oh gitu, oke deh makasih ya Rosita.
- S : Sama-sama.

Interview Transcript 13

Saturday, May 17, 2014 (10.30 a.m. in the class)

R : the researcher

S : Lenna

R : Boleh tanya-tanya nggak nih Len? Tentang kelas writing sama saya.

S : Oke mbak, kebetulan ni juga udah dari kantin.

R : Wah baguslah kalau begitu. Emm.. menurut kamu cara aku dalam menyampaikan materi di kelas udah jelas apa belum?

S : Iya mbak udah jelas. Nyenengin si mbak, tapi kadang kegiatannya nulis terus bikin bosan mbak.

R : Hehehe, kan emang kelas menulis Len. Terus media yang dipakai sama aku dalam pelajaran, seperti laptop, LCD, gambar-gambar, dll, itu bantu kamu buat belajar bahasa inggris lebih mudah nggak?

S : Iya mbak membantu, biar lebih nyenengin dikasih gambar-gambar lucu gitu mbak besok. Jadi itu tu pelajaran tapi dibuat lucu.

R : Oke... terus penggunaan mind mapping sendiri menurut kamu Membantu nggak dalam menulis teks recount?

S : Iya membantu banget mbak.

R : Misalnya dalam hal apa membantunya?

S : Ya pas nulisnya mbak, jadi lebih mudah gitu dan lebih jelas.

R : Menyusun idenya maksudnya?

S : Iya.

R : Secara keseluruhan nih ya, dengan adanya program ini membantu kamu dalam meningkatkan kemampuan menulis nggak si?

S : Iya mbak.

R : Lanjut ya, kalau feedback yang aku kasih ke kalian, misalnya komentar-komentar aku di pekerjaan kalian sama cara aku menilai pekerjaan kalian itu gimana?

S : Baik mbak, biasanya kan cuma dikasih tau nilainya saja.

R : Lalu saran kamu kedepannya tentang program ini gimana?

- S : Kalau sekarang lebih ditegasin lagi mbak, kan yang nakal-nakal itu semakin ngelunjak (semakin berani). Kalau mereka mau dihukum, ya dihukum aja
mbak nggak usah ragu-ragu. Sama yang pakai lucu-lucu tadi mbak.
- R : Oke deh,,, makasih ya Len.
- S : Ya mbak.

Interview Transcript 14

Saturday, May 17, 2014 (10.30 a.m. in the class)

- R : the researcher
- S : Wahyuni
-
- R : Hai Yuni, boleh ganggu bentar nggak nih? Mau tanya-tanya dikit.
- S : Iya mbak nggak papa, tentang pelajaran tadi ya mbak?
- R : Yuup, bener banget. Emm... menurut kamu selama ini aku kalau mengajar dan menyampaikan materi udah jelas belum si menurut kamu?
- S : Udah jelas dan dong (mengerti) kok mbak kalau aku.
- R : Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?
- S : Menyenangkan mbak, karena bisa berkreasi juga terus nggak bosan dengan aktifitasnya, karena aku suka mewarnai. Hehehe
- R : Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD, dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?
- S : Iya lebih membantu mbak pas kita dijelaskan materinya.
- R : Secara keseluruhan nih, dengan adanya program ini kamu terbantu nggak dalam meningkatkan kemampuan menulis?
- S : Emm... secara keseluruhan berjalan dnegan baik kok mbak dan membantu

- aku dalam membantu dalam meningkatkan kemampuan menulis.
- R : Menggunakan mind mapping itu membantu kalian dalam menulis teks recount nggak? Kalau iya dalam hal apa?
- S : Membantu mbak, pas dalam merangkai kalimatnya dan mengembangkan idenya jadi lebih mudah.
- R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?
- S : Iya memotivasi kita buat lebih baik lagi mbak nulisnya.
- W : Terus saran kamu buat program ini kedepannya gmana?
- S : Emm... udah baik si mbak. Hehehe
- W : Oke deh kalau gitu makasih ya Yun.
- S : Masama mbak.

Interview Transcript 15

Saturday, May 17, 2014 (10.30 a.m. in the class)

- R : the researcher
- S : Vio
- R : Vio... boleh ganggu bentar nggak nih? Mau tanya-tanya dikit.
- S : Oke mbak.
- R : Emm... menurut kamu selama ini aku kalau mengajar dan Menyampaikan materi udah jelas belum si menurut kamu?
- S : Udah jelas mbak menurutku, tapi kadang-kadang mbak kurang tegas mengajarnya.
- R : Oke.... Terus,,, apakah aktifitas-aktifitas dalam belajar menulis selama ini dengan menggunakan mind mapping khususnya, menurut kamu menyenangkan dan memotivasi nggak dalam belajar?
- S : Iya, menyenangkan dan memotivasi pas pelajaran bahasa Inggris.
- R : Kalau media yang aku gunakan itu sendiri, misalkan seperti laptop, LCD,

dan gambar-gambar itu membantu kalian dalam memahami materi dengan lebih mudah, menurut kamu?

S : Membantu dalam memahami materi mbak, trus juga nggak bikin bosan, lebih banyak lagi gambar-gambar gitu lebih menarik mbak. Hehehe

R : Secara keseluruhan nih, dengan adanya program ini kamu terbantu Nggak dalam meningkatkan kemampuan menulis?

S : Iya, meningkatkan kemampuan menulis terutama teks recountnya itu mbak.

R : Menggunakan mind mapping itu membantu kalian dalam menulis teks recount nggak? Kalau iya dalam hal apa?

S : Membantu si mbak pas kita sebelum menulis itu idenya udah ditulis di mind mapnya jadi lebih gampang nyusunnya.

R : Lalu feedback atau cara aku memberi komentar pada pekerjaan kalian dan cara penilaiannya udah baik belum? Dengan adanya feedback itu membuat kamu lebih termotivasi nggak?

S : Iya mbak lebih memotivasi untuk lebih baik.

R : Terus saran kamu buat program ini kedepannya gmana?

S : Lebih tegas lagi aja deh mbak, apalagi sama anak-anak yang ramai sendiri pas pelajaran dan mengganggu teman yang lain.

R : Okay... makasih ya Vi.

S : Sama-sama mbak.

OBSERVATION CHECKLISTS

Date : February 26, 2014

Meeting : 1st meeting

Observer : Dwi Annisa R (collaborator)

No.	Activity	Yes/No*	Comment
1.	Pre Teaching		
	a. Greeting	✓	-
	b. Checking the roll	✓	-
	c. Explain the objectives the lesson	✓	-
2.	Whilst Teaching		-
	a. Teacher explains things related to recount text (social purpose, generic structure, language features, etc.)	✓	-
	b. Teacher gives example of recount text.	✓	-
	c. Teacher discusses meaning of recount text with students.	✓	-
	d. Teacher explains mind map technique in writing.	✓	-
	e. Teacher gives example a mind map of a recount text.	✓	-
	f. Teacher gives example how to draw a mind map.	✓	-
	g. Teacher and students discuss Task 2.	✓	-
	h. Teacher and students discuss Task 3.	✓	-
	i. Teacher asks the students to brainstorm a topic about their holiday.	✓	-
	j. Teacher asks the students to draw a mind map in groups.	✓	-
	k. Teacher gives the students opportunity to ask about teacher's explanation.	✓	-
	l. Teacher collects the students' work.	✓	-
3.	Post teaching		

	a. Teacher and students make conclusion about the lesson.	✓	-
	b. Teacher gives feedback for students.	✓	-
	c. Teacher gives a brief explanation about the next meeting.	✓	-
	d. Closing	✓	-
4.	Class Situation		
	a. Teacher shows enthusiasm and interest in the subject being taught.	✓	-
	b. Students are motivated during the lesson.	✓	Some students were not motivated.
	c. Students are actively involved in each activity.	✓	Not all students are active.
	d. Time allocation is appropriate	✓	-
5.	The Use of Teaching and Learning Media		-
	a. Teacher uses a textbook/handout.	✓	-
	b. Media used by teacher are sufficient in teaching and learning process.	✓	-
	c. T provides appropriate models and authentic texts.	✓	-

*Note:

Yes : ✓

No : x

OBSERVATION CHECKLISTS

Date : March 5, 2014

Meeting : 2nd meeting

Observer : Dwi Annisa R (collaborator)

No.	Activity	Yes/No*	Comment
5.	Pre Teaching		
	d. Greeting	✓	-
	e. Checking the roll	✓	-
	f. Explain the objectives the lesson	✓	-
6.	Whilst Teaching		
	m. Teacher reviews previous lesson about recount text and mind map.	✓	-
	n. Teacher gives example of recount text and mind map.	✓	-
	o. Teacher explains how to develop mind map into a recount text.	✓	-
	p. Teacher explains simple past tense.	✓	-
	q. Teacher gives the students opportunity to ask about teacher's explanation.	✓	-
	r. Students do grammar exercise.	✓	-
	s. Students do Task 1.	✓	-
	t. Teacher and students discuss Task 1	✓	-
	u. Students do Task 2.	✓	-
	v. Teacher collects the students' work.	✓	-
	w. Teacher collect the students' homework.	x	-
7.	Post teaching		
	e. Teacher and students make conclusion about the lesson.	✓	-
	f. Teacher gives feedback for students.	x	-
	g. Teacher gives a brief explanation about the next meeting.	x	-

	h. Closing	✓	-
8.	Class Situation		
	e. Teacher shows enthusiasm and interest in the subject being taught.	✓	-
	f. Students are motivated during the lesson.	✓	Some students were not motivated.
	g. Students are actively involved in each activity.	✓	Not all students are active.
	h. Time allocation is appropriate	x	-
5.	The Use of Teaching and Learning Media		
	d. Teacher uses a textbook/handout.	✓	-
	e. Media used by teacher are sufficient in teaching and learning process.	✓	-
	f. T provides appropriate models and authentic texts.	✓	-

-

*Note:

Yes : ✓

No : x

OBSERVATION CHECKLISTS

Date : April 5, 2014

Meeting : 3rd meeting

Observer : Mr. Kasmoni (English teacher)

No.	Activity	Yes/No*	Comments
9.	Pre Teaching		
	g. Greeting	✓	-
	h. Checking the roll	✓	-
	i. Explain the objectives the lesson	✓	-
10.	Whilst Teaching		
	x. Teacher and students review the previous lesson.	✓	-
	y. Teacher gives general feedback for the students' previous work.	✓	Good
	z. Teacher asks the students to revise their work.	✓	-
	aa. Students revise their work.	✓	-
	bb. Teacher asks the students to brainstorm a topic about their holiday.	✓	-
	cc. Teacher asks the students to draw a mind map individually.	✓	-
	dd. Teacher asks the students to develop their mind map into recount texts.	✓	-
	ee. Teacher gives the students opportunity to ask about teacher's explanation.	✓	-
	ff. Teacher collects the students' work.	✓	-
11.	Post teaching		
	i. Teacher and students make conclusion about the lesson.	✓	Good
	j. Teacher gives feedback for students.	✓	-
	k. Teacher gives a brief explanation about the next meeting.	✓	-

	l. Closing	✓	-
12.	Class Situation		
	i. Teacher shows enthusiasm and interest in the subject being taught.	✓	-
	j. Students are motivated during the lesson.	✓	-
	k. Students are actively involved in each activity.	✓	-
	l. Time allocation is appropriate	✓	-
5.	The Use of Teaching and Learning Media		
	g. Teacher uses a textbook/handout.	✓	-
	h. Media used by teacher are sufficient in teaching and learning process.	x	-
	i. T provides appropriate models and authentic texts.	✓	-

*Note:

Yes : ✓

No : x

OBSERVATION CHECKLISTS

Date : April 12, 2014

Meeting : 4th meeting

Observer : Mr. Kasmoni (English teacher)

No.	Activity	Yes/No*	Comments
13.	Pre Teaching		
	j. Greeting	✓	-
	k. Checking the roll	✓	-
	l. Explain the objectives the lesson	x	Give explanation about the objectives of the lesson.
14.	Whilst Teaching		
	gg. Researcher and students review the previous lesson.	✓	-
	hh. Researcher gives general feedback for the students' previous work.	✓	Good
	ii. Researcher explains feedback codes in the students' work.	✓	-
	jj. Researcher asks the students to revise their work.	✓	-
	kk. Students revise their work.	✓	-
	ll. Researcher gives the students opportunity to ask about Researcher's explanation.	✓	-
	mm. Researcher collects the students' work.	✓	-
15.	Post teaching		
	m. Researcher and students make conclusion about the lesson.	✓	-
	n. Researcher gives feedback for students.	✓	-
	o. Researcher gives a brief explanation about the next meeting.	✓	-

	p. Closing	✓	-
16.	Class Situation		
	m. Researcher shows enthusiasm and interest in the subject being taught.	✓	-
	n. Students are motivated during the lesson.	✓	-
	o. Students are actively involved in each activity.	✓	-
	p. Time allocation is appropriate	✓	-
5.	The Use of Teaching and Learning Media		
	j. Researcher uses a textbook/handout.	✓	-
	k. Media used by researcher are sufficient in teaching and learning process.	✓	-
	l. Researcher provides appropriate models and authentic texts.	✓	-

*Note:

Yes : ✓

No : x

OBSERVATION CHECKLISTS

Date : April 17, 2014

Meeting : 5th meeting

Observer : Dwi Annisa R (Collaborator)

No.	Activity	Yes/No*	Comments
1.	Pre Teaching		
	a. Greeting	✓	-
	b. Checking the roll	✓	-
	c. Explain the objectives the lesson	✓	-
2.	Whilst Teaching		
	a. Researcher explains things related to recount text (social purpose, generic structure, language features, etc.)	✓	-
	b. Students do Task 1.	✓	-
	c. Researcher asks the students to brainstorm a topic about their unforgettable moment	✓	-
	d. Researcher gives example of recount text.	✓	-
	e. Researcher gives example a mind map of a recount text.	✓	-
	f. Researcher and students discuss the meaning of recount text with students.	✓	-
	g. Students do Task 2.	✓	-
	h. Students do grammar game (verb couple)	✓	-
	i. Students do Task 3	✓	-
	j. Researcher gives the students opportunity to ask about researcher's explanation.	✓	-
	k. Researcher collects the students' work.	✓	-
3.	Post teaching		
	a. Researcher and students make conclusion about the lesson.	✓	-
	b. Researcher gives feedback for students.	✓	-

	c. Researcher gives a brief explanation about the next meeting.	✓	-
	d. Closing	✓	-
4.	Class Situation		
	a. Researcher shows enthusiasm and interest in the subject being taught.	✓	-
	b. Students are motivated during the lesson.	✓	Not all students
	c. Students are actively involved in each activity.	✓	Not all students
	d. Time allocation is appropriate	✓	-
5.	The Use of Teaching and Learning Media		
	a. Researcher uses a textbook/handout.	✓	-
	b. Media used by researcher are sufficient in teaching and learning process.	✓	-
	c. Researcher provides appropriate models and authentic texts.	✓	-

*Note:

Yes : ✓

No : x

OBSERVATION CHECKLISTS

Date : April 17, 2014

Meeting : 6th meeting

Observer : Dwi Annisa R (collaborator)

No.	Activity	Yes/No*	Comments
1.	Pre Teaching		
	a. Greeting	✓	-
	b. Checking the roll	✓	-
	c. Explain the objectives the lesson	x	-
2.	Whilst Teaching		
	a. Researcher and students review previous lesson.	x	Only review what they did on the last game.
	b. Researcher and students discuss homework.	✓	-
	c. Researcher explains negative form of past tense.	✓	-
	d. Students do Task 1.	✓	-
	e. Students do Task 2.	✓	-
	f. Researcher gives the students opportunity to ask about researcher's explanation.	✓	-
	g. Researcher collects the students' work.	x	Some students have not finished.
3.	Post teaching		
	a. Researcher and students make conclusion about the lesson.	x	-
	b. Researcher gives feedback for students.	x	-
	c. Researcher gives a brief explanation about the next meeting.	✓	-
	d. Closing	✓	-
4.	Class Situation		
	a. Researcher shows enthusiasm and interest	✓	-

	in the subject being taught.		
	b. Students are motivated during the lesson.	✓	Not all students.
	c. Students are actively involved in each activity.	✓	Not all students.
	d. Time allocation is appropriate	x	Time is up, but some students have not finished
5.	The Use of Teaching and Learning Media		
	d. Researcher uses a textbook/handout.	✓	-
	e. Media used by researcher are sufficient in teaching and learning process.	✓	-
	f. Researcher provides appropriate models and authentic texts.	✓	-

*Note:

Yes : ✓

No : x

FIELD NOTES

No.	: FN.01
Day/ Date	: Monday, January 13 th 2014
Place	: SMP N 1 Ngemplak
Activity	: Asking for permission
Respondent	: R : the researcher HM : the headmaster ET : the English teacher
The researcher arrived at the school at 09.00 a.m. She asked the security how to ask permission for doing a research. Then, the R went to the headmaster's room to ask for permission. The R waited for about 15 minutes to meet the HM. It was because there was another guest who wanted to meet the HM. The R entered the HM's room and explained the purpose of her coming to the school. The HM directly noticed the R because she had done the KKN-PPL in the school before. Then, the HM asked the R to meet the English teachers to ask permission for them. The R finally thanked the HM and left the room. The R waited the English teacher in the lobby. At 10.00 a.m., the ET asked the R to meet him in the teacher office. Then, the R explained the purpose of meeting the ET. The W asked for permission to conduct a research in one of ET's classes. The ET gave permission to the R for conducting the research in the VIIC class. The R also asked the ET to do classroom observation and an interview for collecting preliminary data. The R and ET discussed the schedule for observation and the interview. Then, the R thanked the ET and gave permission letter to the staff.	

No.	: FN.02
Day/ Date	: Wednesday, January 15 th 2014
Place	: The VIII C classroom
Activity	: Class observation
Respondent	: R : the researcher SS : Students

ET : the English teacher

The researcher arrived at the school at 10.30 a.m. When the bell rang, the R and ET went to the VIII C class. The ET introduced the R to the SS and explained the W's purpose for conducting the observation. The ET started the lesson by greeting and asking the SS' condition. Then, the ET asked the SS to prepare their homework. The ET and SS discussed the homework for about 30 minutes. The ET asked some SS to write their homework on the blackboard. The class situation was noisy when some SS wrote their homework on the blackboard. Then, the ET and SS continued the lesson about the passive voice. Some SS did not pay attention to the ET's explanation and they were busy with their own business. The ET only paid attention to the SS who sat in front rows. It made the SS in the back rows did not pay attention to the lesson. The class ended at 01.00 p.m. The R thanked the ET for his permission to have the classroom observation.

No.	: FN.03
Day/ Date	: Wednesday, January 25 th 2014
Place	: The teachers' office
Activity	: Pre-interview for the English teacher
Respondent	: R : the researcher ET : English teacher

After conducting the classroom observation, the W continued it with the ET's interview. The R and ET did the interview in the teacher office after the class in VIII C ended. The R asked the ET about kind of activities in the writing class. The ET answered that he often uses jumble words or phrases tasks in the writing class. Then, the R asked about the process of writing in the writing class. The ET said that he did not use the process (planning, drafting, editing and final version) in the writing process. He argued that it was too complicated for eighth graders. Next, the R asked
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about teaching method and media in teaching writing in the class. The ET said that he explained the materials to the students, then asked them to write the important point or ask for an unclear explanation. He also added that he rarely used computer or LCD in teaching because the students would be more difficult to control when he operated the media. Then, the R asked the teacher about students' characteristics and motivation in learning. He said that students' motivation in writing is not so high. Their achievement in writing was also low, especially in the grammar aspect. He also added that writing is a difficult skill to be taught to the students. Students easily forgot things that were learned in the previous lesson. Lastly, the R asked the ET whether he ever used the mind mapping technique in teaching writing or not. The ET answered that he never used it before. Then, the R thanked the ET for the interview.

No.	: FN.04	
Day/ Date	: Thursday, January 26 th 2014	
Place	: the VIII C classroom	
Activity	: Pre-interview for students	
Respondent	: W : the researcher	SS : students

The W arrived at the school at 09.10 a.m. and directly went to the VIII C class. It was the break time, so the R used that opportunity to have interview with some SS of VIII C. The R asked for about ten SS with same questions for each student. First, the R introduced herself and explained the aim of the interview. Some students were shy to give honest answers to the R's questions, so the R gave more explanation about the interview to them. The R's question is about kinds of activities in the writing class, SS's opinion about the teacher style in teaching, SS's interest and motivation in writing, SS's difficulties in writing, media in the writing class, and about the mind mapping technique. Most SS answered the R's question enthusiastically. After the interview ended, the R thanked the SS for their good cooperation and help.

No.	: FN.05		
Day/ Date	: Wednesday, February 12 th 2014		
Place	: The VIII C classroom		
Activity	: Pre-test		
Respondent	: R : the researcher	SS : students	C : the collaborator

The R and C arrived at school 10.50 a.m. and directly came to the teacher's office. The English teacher could not come to the class with the R because he had something to do regarding with the headmaster's task for him. Then, the R and C went to VIII C when the bell rang. The class situation was so noisy when the R entered the class. First, the R introduced herself and C to the SS. She also explained her purpose in that occasion. Then, she explained that the SS would have a pre-test and asked them to prepare things that were needed, such as a dictionary and blank paper. She also asked the SS to put all books in the locker or bag because it was a test. The SS started to work on their test at 11.10 a.m. The R and C walked around the class to check the SS's writing. Some SS tried to break the rules of the test by opening their book. However, the R realized it and asked them to work by themselves. She explained that the test was aimed to find out the SS's ability in writing a recount text. Many SS spent too much time to think about ideas for their writing, so they had no time to review it again before they submitted it to the R. When the time was up, the R asked the SS to submit their writing. Some SS had not finished their writing and asked for additional time to the R. The R collected all the SS' writing at 12.20 p.m. Then, she thanked all the students and closed the class by saying *salam*.

No.	: FN.06
Day/ Date	: Wednesday, February 19 th 2014
Place	: the Teachers' office
Activity	: Lesson plans consultation
Respondent	: R : the researcher

ET : the English teacher
The R arrived at the school at 09.10 a.m. and waited for the ET in the lobby. 5 minutes passed, and the ET went out from the VIII B class. The R greeted the ET and explained her purpose for meeting the ET. Then, the R gave the lesson plan to the ET. The ET read the lesson plan and gave comment on it. Overall, the ET agreed with the R's lesson plan. Then, he asked when would the W start the research. The ET suggested that the research must be started as soon as possible because there would be many school agendas especially the national examination for nine graders. The R agreed with the ET's suggestion and promised to start the research next week after the consultation. Next, the R asked the ET to go back to the campus and thanked him for the consultation.

No.	: FN.07
Day/ Date	: Wednesday, February 26 th 2014
Place	: the VIII C classroom
Activity	: 1 st meeting, action
Respondent	: R : the researcher C : the collaborator SS : students
The R and C arrived at the school at 10.45 a.m. They waited the bell to ring for about 5 minutes. They directly went to VIII C after hearing the bell. Some SS were still walking around the class when the R entered the class. First, the R greeted the students and checked their condition. Some SS did not pay attention to the R, so she repeated the greeting once again. After that, the R checked the students' attendance. The R tried to make the class situation more quiet by giving advice to the SS. Some SS who sat in the back rows were so noisy during the lesson. It made the other SS could not concentrate to the R's explanation. They finally paid attention to the R's question after the R gave them warning to ask them to go to the counseling room if	

they were still noisy. The R explained materials about the recount text and the mind mapping technique in the recount text writing by giving them model of the recount text and mind map. The R gave the SS opportunity to ask about an unclear explanation before they did the tasks. The R used the PPP (Presentation, Production, Practice) technique in teaching. Next, the R asked the SS to do the task to identify verbs, time conjunctions, and the generic structure of the text. After the SS finished their work, the R and SS discussed it together. In the production phase, the R asked the SS to draw mind maps based on their holiday experiences in groups of four. After SS finished their mind map, the R collected the mind maps and asked the SS to have a simple reflection about the lesson. Then, the R gave a brief explanation about the next meeting activities. The R closed the lesson by thanking and saying *salam*.

No.	: FN.08		
Day/ Date	: Wednesday, March 5 th 2014		
Place	: the VIII C classroom		
Activity	: 2 nd meeting, action		
Respondent	: R : the researcher	SS : students	
	ET : the English teacher	C : the collaborator	

The R and C came to the VIII C class at 11.00 a.m. The class situation was so noisy when the R entered the class. The R started the class by greeting and checking their condition. Then, the R gave the SS' mind maps from the previous meeting and discussed it. After that, the R showed the other example of a recount text and the mind map to the SS. The R explained about how to develop mind maps into a recount text. Then, she gave the SS an opportunity to ask about an unclear explanation. The R continued the lesson when there was no SS who wanted to ask something. The R asked the SS to match the pictures with correct words and discuss it. After they finished the matching task, the R explained the rules of the past tense sentence. In the practice phase, the R asked the SS to arrange jumble words and sentences to make

good sentences and paragraphs. Then, they discussed it together. Some SS were asked to write their writing on the blackboard. Next, in the production phase, the R asked the SS to complete a recount text based on the mind map. The SS did the task in pairs. The R walked around the class to check the SS' writing and guide them. When the bell rang, the R asked the SS to submit their works. After collecting the SS's works, the R and SS did simple reflection about the learning. Then the R closed the class by thanking and saying *salam* to the SS.

No.	: FN.09	
Day/ Date	: Saturday, April 5 th 2014	
Place	: the VIII C classroom	
Activity	: 3 rd meeting, action	
Respondent	: R : the researcher	SS : students
	ET : the English teacher	

The R and ET came to the class at 08.40 a.m. The situation in the class was not too noisy as the previous meeting. It was because the R came to the class with the ET. As usual, the R started the lesson by greeting and checking the students' attendance. The R gave the SS' writing from the previous meeting. She asked them to pay attention to the mistakes. Then the R explained the most common mistakes that were made by SS. In the practice phase, the R asked the SS to revise their works. After they had finished, the R asked the SS to write a recount text individually by making a mind map first. The R used the production phase in the third meeting as the post-test 1. The class ended at 10.10 a.m. The R collected the students' writing and closed the class.

No.	: FN.10	
Day/ Date	: Saturday, April 12 th 2014	
Place	: the VIII C classroom	
Activity	: 4 th meeting, action	
Respondent	: R : the researcher	SS : students
	ET : the English teacher	

The R and ET came to the class at 08.40 a.m. Some students were still busy with their uniforms. They just finished their test on the other subject. The R gave the SS 10 minutes to prepare themselves in learning English. When all SS were ready for English, the R started the class by greeting and checking the SS' attendance. Then, the R distributed the SS' writing from the previous meeting. The class situation was so noisy, so the R offered a game to make them focus in learning. The SS played the verbs game for about 10 minutes. After that, the R asked the SS to pay attention to the R's feedback on their works. The R explained the meaning of coded feedback in the SS' writing. Next, the R asked the SS to revise their writing based on the coded feedback. The R also gave the SS opportunity to have an individual consultation to the R. The SS were free to ask about their difficulties in writing recount texts. Some SS used that opportunity to ask the R. the class situation became a little bit noisy when the SS revised their works. When the bell rang, the R asked the SS to submit their writing. The R gave a brief explanation about the next meeting and closed the class.

No.	: FN.11	
Day/ Date	: Thursday, April 17 th 2014	
Place	: the VIII C classroom	
Activity	: 5 th meeting, action	
Respondent	: R : the researcher	C : the collaborator
	SS : students	

The R and C came to the class at 07.00 a.m. The class situation was quiet and

the SS did not make loud noise when the R entered the class. The R started the class by praying and greeting. After that, the R checked the SS' attendance. The R gave explanation about the objective of the learning before they started the lesson. First, the R gave lead in question to the SS about unforgettable moments in their lives. Then, the SS did matching task. They matched the pictures with correct words. After that, the R and SS discussed kinds of unforgettable moments. The R continued it by explaining ways to express unforgettable moments in a recount text. The SS paid attention to the R's explanation. Then, the R showed the example of a recount text about an unforgettable moment with the mind map. The SS were asked to answer comprehension questions and identify verbs, adjectives, and time conjunctions. After that, the SS played the verb couples game. The SS played the game enthusiastically. After they finished the game, the SS did the next tasks to edit wrong a mind map and arrange jumbled sentences into a good paragraph. The R asked the SS to do the rest of the tasks at home when the bell rang. Finally, the R ended the class and thanked the SS.

No.	: FN.12	
Day/ Date	: Saturday, May 10 th 2014	
Place	: the VIII C classroom	
Activity	: 6 th meeting, action	
Respondent	: R : the researcher	C : the collaborator
	SS : students	

The R arrived at the school at 08.40 a.m. Then, she directly went to the VIII C with the C because the bell had rung. As usual, the R started the class by greeting and checking the SS' attendance. Then, the R and SS discussed the homework from the previous meeting. After finished the discussion, the R continued the lesson by explaining negative form of the past tense. The SS paid attention to the R's explanation. Next, the R asked the SS to do exercises on the negative past tense and

discussed it together. Then, in the production phase, the R asked the SS to write a recount text individually by drawing the mind map first. The SS did the task quicker than the previous individual task. The R walked around the class to check the SS' writing. When the bell rang, some SS had not finished the task yet. So, the R asked the SS to continue the task at home. The R ended the class at 10.10 a.m.

No. : FN.13
 Day/ Date : Saturday, May 17th 2014
 Place : the VIII C classroom
 Activity : post test
 Respondent : W : the researcher C : the collaborator
 SS : students

The R came to VIII C at 08.40 a.m. to conduct the post-test. The R started the class by greeting and checking the SS' attendance. First, the R explained the rules for the post-test. Then, she distributed worksheets to the SS. The post-test started at 08.50 a.m. During the post-test, the R walked around the class to make sure that the SS followed the rules and checked the SS' writing. The SS had familiar with the concept of mind mapping, so they made it quicker than the previous tasks. The R asked the SS to submit their works at 10.00 a.m. After that, the R gave souvenirs to the students and thanked them for their good cooperation during the research.

No. : FN.14
 Day/ Date : Saturday, May 17th 2014
 Place : VIII C classroom
 Activity : Students' post interview
 Respondent : R : the researcher
 SS : students

After finished the action, the R did SS' interview to evaluate the research. The R did the interview after conducting the post-test in the VIII C class. The R interviewed some SS of VIII C to gather information. The R asked the SS about the W's teaching technique, whether they enjoyed kinds of writing activity in the class or not, teaching media, the use of mind mapping in the writing process, whether the research was useful for them or not, and their advice for the research. Some SS gave clear answers and good cooperation to the R in the interview session. After the interview ended, the R thanked the SS and left the class.

No.	: FN.15
Day/ Date	: Monday, May 26 th 2014
Place	: the teachers' office
Activity	: post-interview with the English teacher
Respondent	: R : the researcher ET : the English teacher

The R arrived at the school at 09.00 a.m. She waited the ET in the lobby. When the bell rang, the ET asked the R to come to the teachers' office. The R did not mention the purpose of her coming because the ET already knew about it. The R started the interview by asking the ET's opinion about the R's teaching technique. The R did not ask many questions to the ET because he only observed the R's class for two meetings. Then the R continued the interview by asking the ET about the mind mapping technique in the writing process. In the end of the interview, the R asked the ET about his advice for the research and the R. After the interview ended, the R thanked the ET and came to the VIII C class to gave report of their learning during the running of the research.

No.	: FN.16
Day/ Date	: Monday, May 26 th 2014
Place	: the staff office
Activity	: processing the letter of the research
Respondent	: R : the researcher

The R arrived at the school at 09.00 a.m. After having the interview with the English teacher, the R went to the staff room to meet Ms.Farida. She asked the R about her coming. Then, the R explained her purpose to her that was to ask for the letter of completing the research. After that, Ms.Farida looked for the letter and gave it to the R. Finally, the R thanked her and the other staffs for helping her during the research in SMP N 1 Ngemplak.

WRITING SCORING RUBRIC

Aspect	Level	Score	Criteria
Content	Excellent - Very good	20 – 17	Relevant to the assigned topic, match the purpose of recount text.
	Good – Average	16 - 13	Mostly relevant to the assigned topic, match the purpose of recount text.
	Fair – Poor	12 – 9	Inadequate development of assigned topic, almost match to the purpose of recount text.
	Very poor	8 – 5	Not related to the assigned topic or not enough to evaluate.
Organization	Excellent – Very Good	20 – 17	Well organized of a recount text, ideas clearly stated, cohesive.
	Good – Average	16 – 13	Loosely organized of a recount text but ideas stand out.
	Fair – Poor	12 – 9	Ideas confused or disconnected.
	Very Poor	8 – 5	No organisation or not enough to evaluate.
Vocabulary	Excelent – Very Good	20 - 17	Effective word choice and usage.
	Good – Average	16- 13	Occasional errors of word form, choice, usage, but meaning not obscured.
	Fair – Poor	12 – 9	Frequent errors of word form, choice, usage, meaning confused.
	Very Poor	8 – 5	Little knowledge of english vocaburaies/words or not enough to evaluate.
Language Use	Excellent – Very Good	20 - 17	Few errors of agreements, tenses, articles, pronouns, prepositions.
	Good – Average	16 – 13	Several errors of agreements, tenses,

(continued)

			articles, pronouns, prepositions, meaning seldom obscured.
	Fair – Poor	12 – 9	Several errors of agreement, tenses, articles, pronouns, prepositions, meaning seldom obscured, meaning obscured.
	Very Poor	8 – 6	Dominated by errors of agreement, tenses, articles, pronouns, perpositions, not enough to evaluate.
Mechanic	Excellent – Very Good	20 - 17	Few errors of spelling, punctuation, capitalization.
	Good – Average	16 - 13	Occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	Fair – Poor	12 – 9	Frequent errors of spelling, punctuation, capitalization, poor handwriting.
	Very poor	8 – 6	Dominated by errors of spelling, punctuations, capitalization, handwriting illegible or not enough to evaluate.

Adapted from: Jacob's et al.'s scoring profile in Weigle (2002: 116)

COURSE GRID

The Standard of Competency:

Writing

12. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

The Basic Competency	Learning Materials	Indicators	Learning Activities	Assessment		Time Allocation	Learning Resources	Media
				Technique	Instrument			
(Meeting 1) Pre-test	-	-	-	Written test	Essay	70 min	-	-
12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative text.	• Examples of recount text entitled "My Lovely Holiday" and "My Fantastic Holiday" • Recount text (social purpose, generic structure, and language features of recount text) • Simple past tense (regular and irregular past verbs) • Vocabulary related to the topic	• Identifying the meaning of a recount text • Identifying the social function and generic structure of a recount text	• Answering comprehension questions • Identifying the social function and generic structure of recount texts entitled <i>My Lovely Holiday</i> and <i>My Fantastic Holiday</i>	Written Test <i>Tes Kinerja</i>	Short Essay <i>Tes Identifikasi</i>	2 x 40 min	• Relevant textbook • Internet	• Laptop, • LCD, • Blackboard, • Mind map, • Colorful pencils

the form of recount and narrative text. (Meeting 3)	• Vocabulary related to the topic	sentences into a paragraph • Making outline of a recount text • Making a draft of a recount text	jumbled sentences into a good text • Drawing the mind map of holiday experiences (in groups of four) • Completing a recount text entitled <i>Mount Bromo Holiday</i> based on the mind map (in pairs)	Written test Written test	Essay Essay			
12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently and acceptable to interact with	• Recount text (social purpose, generic structure, and language features of recount text) • Examples of recount text and mind map • Simple past tense (regular and irregular past verbs) • Vocabulary related to the topic	• Using correct grammar and mechanics in writing a recount text • Making a draft of a recount text	• Revising recount text from the previous meeting • Drawing mind maps past experiences (individually)	Written test Written test	Essay Essay	2 x 40 min	• Relevant textbook • Internet	• Laptop, • LCD, • Blackboard, • Mind map, • Colorful pencils

surroundings in the form of recount and narrative text. (Meeting 4)	• Mind map (example of mind map)	• Write a recount text using mind maps	• Writing a recount text based on mind maps of past experiences (individually)	Written test	Essay			
12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative text. (Meeting 5)	• Recount text (social purpose, generic structure, and language features of recount text) • Examples of recount text and mind map • Simple past tense (regular and irregular past verbs) • Vocabulary related to the topic • Mind map (example of mind map)	• Using correct grammar and mechanics in writing a recount text	• Doing self correction of the previous text • Revising the text after being corrected by the researcher • Writing a final version of the text	Written test	Essay	2 x 40 min	• Relevant textbook • Internet	• Laptop, • LCD, • Blackboard, • Mind map, • Colorful pencils
12.2 Expressing the meaning and rhetorical steps of simple short essay using	• Recount text (social purpose, generic structure, and language features of recount text) • Examples of recount	• Identifying the meaning of a recount text	• Answering comprehension questions	Written test	Essay	2 x 40 min	• Relevant textbook • Internet	• Laptop, • LCD, • Blackboard, • Mind map,

various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative text. (Meeting 6)	text and mind map (unforgettable moments) • Simple past tense (regular and irregular past verbs) • Vocabulary related to the topic • Mind map (example of mind map)	• Identifying the social function and generic structure of a recount text • Expressing feeling of happiness, sadness, embarrassment, and scary • Making a draft of a recount text	• Identifying the generic structure of the text (Wrong Costume) • Matching expressions of happy, sad, scary and embarrassment with pictures • Discussing kinds of an unforgettable moment • Writing a recount text based on the mind map	Written test	Short essay			• Colorful pencils
12.2 Expressing the meaning and rhetorical steps of simple short essay using	• Recount text (social purpose, generic structure, and language features of recount text) • Examples of recount	• Using correct grammar and mechanics in writing a	• Playing grammar games • Doing self			2 x 40 min	• Relevant textbook • Internet	• Laptop, • LCD, • Blackboard, • Mind map,

various written language accurately, fluently and acceptably to interact with surroundings in the form of recount and narrative text. (Meeting 7)	text and mind map (unforgettable moments) • Simple past tense (regular and irregular past verbs) • Vocabulary related to the topic • Mind map (example of mind map)	recount text	correction of the previous text • Revising the text • Writing a final version of the text	Written test Written test	Essay Essay			• Colorful pencils
(Meeting 8) Post-test	-		-	Written test	Essay	70 min	-	-

LESSON PLAN

(Cycle 1)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Holiday
Skill	: Writing
Time Allocation	: 2 x 40 minutes (meeting 1)

A. The Standard of Competency

Writing

12. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. The Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- a. Identifying social function of recount text.
- b. Identifying generic structure of recount text.
- c. Identifying language feature of recount text.
- d. Using correct verbs to complete a recount text.
- e. Making a mind map.

D. Learning Objectives

At the end of the lesson, students are able to draw a mind map based on the situation given and a mind map based on their own experiences.

E. Learning materials

Power Point presentation about recount text

➤ Examples of a recount text

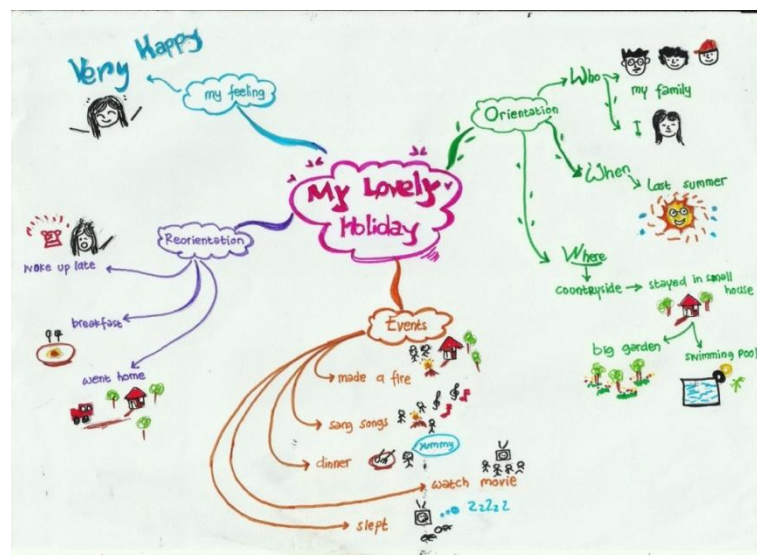
My Lovely Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It has a big garden with lots of colorful flower and swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep in there.

We woke up very late in the morning and had breakfast. In the afternoon, we went home. We were all very happy.

The mind map



➤ Social Purposes

To tell the reader what happened in the past through sequences of events.

➤ Generic structure of a recount text

- Title (optional)
- Orientation : what, who, when, where and why
- Events : tell what happened in a chronological order
- Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding with the events.

➤ Language features of recount text

- Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
- Action verbs (went, visited, fell, started)
- The past tense

Present VS Past Tense

We use simple present to talk about:

- Present condition: She is happy.
- Routines: She usually goes to school by bicycle.

We use simple past to talk about:

- Past condition: She was sad last night.
- Past activities: She went to school by bus yesterday.

- Time conjunctions (and, but, then, next)
- Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. *Pre-teaching (10 minutes)*

- a. Greeting, praying and checking the roll.
- b. Students knowing objectives of the session.

2. *While-teaching (60 minutes)*

a. Presentation

- 1) The researcher shows example of recount text *My Lovely Holiday* and students are asked to pay attention to the meaning of whole text.
- 2) The researcher and students discuss the meaning of the text and comprehension questions.
- 3) The researcher shows a mind map of *My Lovely Holiday* and discuss it with students.
- 4) The researcher and students review characteristics of a recount text and mind map.
- 5) The researcher gives example to make a mind map.
- 6) The researcher gives the students opportunity to ask about recount text and mind map.

b. Practice

- 1) Students are asked to do Task 2 (completing a recount text with correct verb form)
- 2) Students and the researcher discuss the answers and then identify the generic structure of the text.
- 3) The researcher gives some situations to the students and asks them to draw a mind map based on that in groups of four (Task 3).
- 4) Students share their mind map to the class and discuss it with researcher.

c. Production

- 1) Students are asked to think of a topic about their holiday and draw a mind map based on that topic in groups of four.
- 2) The researcher collects the students' writing.

3. Post-teaching (10 minutes)

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get a feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was-fantastic.html>

I. Assessment

Writing scoring rubric adapted from Jacob's et al. in Weigle (2002)

(see appendix E)

Total score: 10

.....,

English Teacher,

Researcher,

.....
NIM.

.....
NIP.....

STUDENTS' WORKSHEET

TASK 1



Read the text below. Then, discuss the comprehension questions with your teacher and friends.

My Lovely Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flower and swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep in there.

We woke up very late in the morning and had breakfast. In the afternoon, we went home. We were all very happy.

Comprehension questions

1. What is the topic of the text?
2. The orientation:
 - a. Who spent the holiday?
 - b. When did they spend the holiday?
 - c. Where did they spend the holiday?
3. Events:
 - a. What did the writer do first?
 - b. What did the writer do then?
 - c. What did the writer do next?

- d. What did the writer finally do?
- 4. How did the writer close the story?
- 5. Write the action verbs.

TASK 2

In pairs, choose the correct verb to complete the text below. Then, answer the comprehension questions.

My Fantastic Holiday

Last summer I ... (*got/get*) a fantastic holiday. I (*visit/visited*) some great places. I (*go/went/gone*) to an airport and was going to fly to Cleveland. I ...(*am/was*) spending there two days.

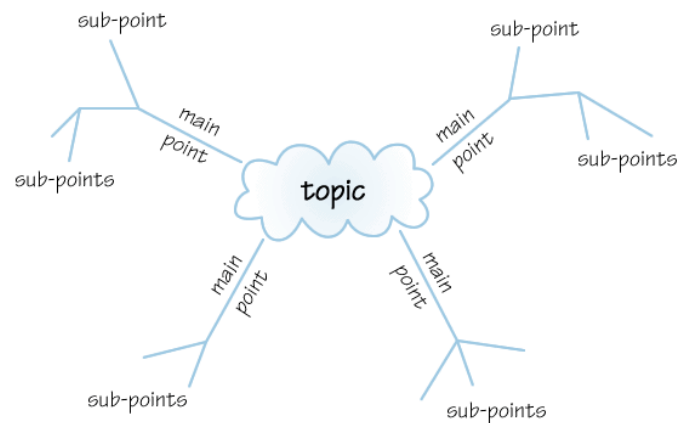
I (*want/wanted*) to see some Cleveland Cavaliers basketball matches. Then, I went to Hollywood. Hollywood (*was/is*) a famous district in Los Angeles, California, United States. It... (*has/had*) become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I ... (*did/do*) not want to leave but I had to. After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That ... (*is/was*) very amazing.

The places ... (*made/make*) me feel at home but I have to go home. Next time I would return to that place.

1. What is the topic of the text?
.....
2. The orientation:
 - a. Who spent the holiday?
.....
 - b. When did they spend the holiday?
.....
 - c. Where did they spend the holiday?
.....
3. Events:
 - a. What did the writer do first?
.....
 - b. What did the writer do then?
.....
 - c. What did the writer do next?
.....
 - d. What did the writer finally do?
.....
4. How did the writer close the story?
.....

TASK 3

In groups of four, make a draft of mind map based on your holiday experiences.



LESSON PLAN

(Cycle 1)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Holiday
Skill	: Writing
Time Allocation	: 2 x 40 minutes (Meeting 2)

A. The Standard of Competency

Writing

12. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. The Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- a. Identifying social function of recount text.
- b. Identifying generic structure of recount text.
- c. Identifying language feature of recount text.
- d. Making a mind map.
- e. Developing a mind map into a draft of recount text.

- f. Using correct mechanic in writing a recount text.

D. Learning Objectives

At the end of the lesson, students are able to write a draft of recount text at least 10 sentences in three paragraphs based on mind map.

E. Learning materials

Presentation about recount text and mind map

- Examples of recount texts and the mind map

- Social Purposes
 - To tell the reader what happened in the past through sequences of events.

- Generic structure of recount text
 - Title (optional)
 - Orientation : what, who, when, where and why
 - Events : tell what happened in a chronological order
 - Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding with the events.

- Language features of recount text
 - Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
 - Action verbs (went, visited, fell, started)
 - The Simple Past Tense
 - Time conjunctions (and, but, then, next)
 - Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. *Pre-teaching (10 minutes)*

- a. Greeting, praying and checking the roll.
- b. Students knowing the objectives of the session that are given by the researcher.

2. *While-teaching (60 minutes)*

a. Presentation

- 1) The researcher and students review characteristics of the recount text and mind map.
- 2) The researcher shows example of a recount text from the previous meeting *My Fantastic Holiday* and the mind map of the text.
- 3) The researcher explains about how to develop a mind map into a recount text.
- 4) The researcher gives the students an opportunity to ask about the recount text and mind map.
- 5) The researcher explains language features of a recount text (the simple past tense).

b. Practice

- 1) Students are asked to do Task 1 (arrange the jumbled words and sentences into good order)
- 2) Students do grammar exercises.
- 3) Students and the researcher discuss the Task 1.
- 4) The researcher gives the students an opportunity to ask about the recount text and mind map.

c. Production

- 1) Students are asked to do Task 2 (to complete a recount text based on the mind map) in pairs.
- 2) The researcher collects the students' writing.

3. *Post-teaching (10 minutes)*

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get the feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

<http://ariefbudiyantoo.blogspot.com/2013/02/contoh-recount-text-pendek.html>

I. Assessment

Writing scoring rubric adapted from Jacob's et al. in Weigle (2002)

(see appendix E)

Total score: (4 x 5 aspect) x 5 = 100

.....,

English Teacher,

Researcher,

.....

NIP.

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NIM.

STUDENTS' WORKSHEET

The mind map of My Fantastic Holiday



Study the following explanation!!



Simple past tense is used to express something that happened in the past.
Here is the pattern.

Using to be

S + was/were + O/C/A

Examples

- I was at home.
- They were very happy.

Using verb

S + V2 + O/C/A

Examples

- I visited my grandmother last Sunday.
- She bought new book yesterday

In Pairs
TASK 1

Arrange the following phrases or words to make good sentences

1. talk – to the students – did – the teacher - ? – this morning
2. to the zoo – went – my parents – last Sunday – and I - .
3. did – enjoy – you – visit to the zoo – your - ?
4. did – have – this morning – breakfast – you – not - .
5. she – an apple – did – give – to me – not – last night - .
6. at school – saw – I – your parents – this morning - .
7. did – they – the school – not – principal – meet - .
8. did – say – yesterday – to him – what – you - ?

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

[...] After that I sat down for a rest.

[...] Before I went home I bought some fish from the fisherman.

[...] First, I looked for sea-shells.

[...] It's only five kilometers from my house.

[...] Last week I felt very bored after one week of holiday.

[...] So I rode my bicycle to the beach.

[...] Then, I got into the water and tried to catch some fish.

[...] I was very tired but I felt happy.

TASK 2

In pairs, complete the recount text entitled “Bromo Mount Holiday” based on the following mind map.

Bromo Mount Holiday

Last week I went to Bromo mount. I stayed at my friend's house in Probolinggo, East Java.

[illegible]

LESSON PLAN

(Cycle 1)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Holiday
Skill	: Writing
Time Allocation	: 2 x 40 minutes (meeting 3)

A. The Standard of Competency

Writing

12. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. The Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- a. Identifying social function of recount text.
- b. Identifying generic structure of recount text.
- c. Identifying language feature of recount text.
- d. Making a mind map.
- e. Writing a recount text based on mind map.
- f. Using correct mechanic in writing a recount text

D. Learning Objectives

At the end of the lesson, students are able to write a draft of recount text at least 10 sentences in three paragraphs based on mind map.

E. Learning materials

Power Point presentation about recount text

- Examples of a recount text

Camping Holiday

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot.

We built the camp next to a small river. It was getting darker and colder, so we made a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home. My camping holiday was very interesting.

- Social Purposes

To tell the reader what happened in the past through sequences of events.

- Generic structure of recount text

- Title (optional)
- Orientation : what, who, when, where and why
- Events : tell what happened in a chronological order

- Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding the events.
- Language features of recount text
 - Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
 - Action verbs (went, visited, fell, started)
 - The Past tense (verb2)
 - Time conjunctions (and, but, then, next)
 - Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. Pr- teaching (10 minutes)

- a. Greeting, praying and checking the roll.
- b. Students knowing the objectives of the session that are given by the teacher.

2. While-teaching (60 minutes)

a. Presentation

- 1) The researcher shows example of recount text entitled *Camping Holiday* and students are asked to pay attention to the meaning of whole text.
- 2) The researcher and students discuss the meaning of the text and comprehension questions.
- 3) The researcher shows a mind map of *Camping Holiday* and discuss it with students.

- 4) The researcher and students review characteristics of recount text and mind map.
- 5) The researcher gives explanation how to use a mind map to develop a recount text.

b. Practice

- 1) The researcher gives the students' writing from the previous meeting.
- 2) Students are asked to revise their writing after the researcher gives feedback on it.

c. Production

- 1) Students are asked to do Task 1 individually (make a mind map and write a recount text about their camping experiences).
- 2) The researcher collects the students' writing.

3. Post-teaching (10 minutes)

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-camping.html>

I. Assessment

Writing scoring rubric adapted from Jacob's et al. in Weigle (2002)

(see *appendix E*)

Total score: 100

.....,

English Teacher,

Researcher,

.....

.....

NIP.

NIM.

STUDENTS' WORKSHEET



TASK 1

Read the following text and answer the comprehension questions in pairs.

Camping Holiday

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot.

We built the camp next to a small river. It was getting darker and colder, so we made a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home. My camping holiday was very interesting.

Comprehension questions

1. What is the topic of the text?

.....

2. The orientation:

a. Who did the camping?

.....

b. When did they do the camping?

.....

c. Where did they do the camping?

.....

3. Events:

a. What did the writer do first?

.....

b. What did the writer do then?

.....

c. What did the writer do next?

.....

d. What did the writer finally do?

.....

4. How did the writer close the story?

.....

5. Write the action verbs.

.....

TASK 2

Write down a recount text, telling about your camping experiences at least 10 sentences in three paragraphs. Draw your mind map first.

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LESSON PLAN

(Cycle 2)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Unforgettable Moments
Skill	: Writing
Time Allocation	: 2 x 40 minutes (meeting 4)

A. The Standard of Competency

Writing

13. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- Using correct grammar and mechanics in writing a recount text
- Editing a recount text
- Writing final version of a recount text

D. Learning Objectives

At the end of the lesson, students are able to write a draft of recount texts at least 10 sentences using mind mapping.

E. Learning materials

- Generic structure of recount text
 - Title (optional)
 - Orientation : what, who, when, where and why
 - Events : tell what happened in a chronological order
 - Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding the events.

- Language features of recount text
 - Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
 - Action verbs (went, visited, fell, started)
 - The Simple past tense (past regular and irregular verbs)
 - Time conjunctions (first, second, after that, then, next)
 - Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. Pre-teaching (10 minutes)

- a. Greeting, praying and checking the roll.
- b. Students knowing the objectives of the session that are given by the researcher.

2. *While-teaching (60 minutes)*

d. Presentation

- 1) The researcher and students review the previous lesson.
- 2) The researcher gives a general feedback to the students' previous writing.
- 3) The researcher gives the students' writing from the previous meeting.
- 4) The researcher explains the codes of indirect feedback in the students' writing.
- 5) The researcher asks the students to correct their writing based on the feedback.
- 6) The researcher gives the students an opportunity to ask about indirect feedback codes.

e. Practice

- 1) Students correct their writing based on the researcher's feedback.
- 2) Students revise their writing.

f. Production

- 1) Students write final version of their recount texts.
- 2) The researcher collects the students' writing.

3. *Post-teaching (10 minutes)*

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

<http://ariefbudiyantoo.blogspot.com/2013/02/contoh-recount-text-pendek.html>

I. Assessment

Writing scoring rubric adapted from Jacob's et al. in Weigle (2002)
(see appendix E)
Total score: 100

English Teacher

Researcher,

.....
NIP.....

.....
NIM.....

STUDENTS' WORKSHEET

LET'S WRITE

Write your final version of your recount text here.

A large rectangular area defined by a dashed red border, intended for students to write their final version of a recount text.

LESSON PLAN

(Cycle 2)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Unforgettable Moments
Skill	: Writing
Time Allocation	: 2 x 40 minutes (meeting 5)

A. The Standard of Competency

Writing

14. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. The Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- Identifying the meaning of a recount text
- Identifying the social function and generic structure of recount text
- Identifying language features of a recount text
- Using appropriate words in writing a recount text
- Expressing feeling of happiness, sadness, embarrassment, and scary

- f. Using correct grammar and mechanics in writing

D. Learning Objectives

At the end of the lesson, students are able to write a draft of recount text at least 10 sentences based on mind map.

E. Learning materials

Presentation about the recount text and mind map

- Examples of recount text and mind map

Oops, Wrong Person

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I choose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing. I really wanted to disappear from there, at that time.

The Mind Map



➤ Social Purposes

To tell the readers what happened in the past through sequences of events.

➤ Generic structure of recount text

- Title (optional)
- Orientation : what, who, when, where and why
- Events : tell what happened in a chronological order
- Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding the events.

➤ Language features of a recount text

- Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
- Action verbs (went, visited, fell, started)

- Simple past tense (past regular and irregular verbs)
- Time conjunctions (first, second, after that, then, next)
- Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. Pre-teaching (10 minutes)

- a. Greeting, praying and checking the roll.
- b. Students knowing the objectives of the session that are given by the researcher.

2. While-teaching (60 minutes)

a. Presentation

- 1) The researcher and students review the lesson of the previous meeting.
- 2) The researcher asks the students about kinds of unforgettable moment.
- 3) Students mention kinds of unforgettable moments.
- 4) Students match words with correct pictures (Task 1)
- 5) The researcher and students discuss kinds of unforgettable moment.
- 6) The researcher explains how to express feelings in the recount text.
- 7) The researcher gives the students an opportunity to ask about teacher's explanation.

b. Practice

- 1) The researcher shows an example of a recount text and mind map entitled *Oops, Wrong Person*.

- 2) Students do Task 2 in pairs (answering comprehension questions, identifying verbs, adjectives, and expressions of expressing feeling from the text).
- 3) Students and the researcher discuss the Task 2.
- 4) Students play the grammar game “*Verb Couple*”.

c. Production

- 1) Students do Task 3 (rearrange jumble sentence into a good recount text and identifying verbs and adjectives in the text)
- 2) The researcher collects the students’ writing.

3. Post-teaching (10 minutes)

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

<http://ariefbudiyaantoo.blogspot.com/2013/02/contoh-recount-text-pendek.html>

I. Assessment

Writing scoring rubric adapted Jacob's et al. in Weigle (2002)

(see *appendix E*)

Total score: 100

English Teacher

.....,

Researcher,

.....
NIP.

.....
NIM.....

STUDENTS' WORKSHEET

TASK 1

Put these words under the correct pictures.

sad happy scary embarrassed surprised guilty angry



Study the following explanation!



Kinds of unforgettable moment:

- ✓ Scary, sad, happy, embarrass, etc

How to express your feeling?

Happy:

- Wow, that day was so wonderful for me.
- I was perfectly happy on that day.
- I was totally happy at that time.
- I cannot tell you, how happy I was.

Sad:

- My heart broke into pieces, I cried along that night.
- Can you imagine how sad I was?
- I was so sad at that time.

Embarrass:

- Oh my God! I was so embarrassed.
- At that time, I really wanted to disappear from the class.

Scary:

- My heart was fast beating when the lamp suddenly off.
- I was so scared, I could not move my legs.

TASK 2

Read the text below. Then, answer the comprehension questions with your friend.

Oops, Wrong Person

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I choose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing. I really wanted to disappear from there, at that time.

QUESTIONS!

- 1 Where did the writer go when he went home from school?
- 2 Why did the writer see singing contest?
- 3 Why did the writer choose a place under the big tree?
- 4 What did the writer do with the young boy?
- 5 Did the writer meet his friend in the singing contest?
- 6 How did the writer's feeling when he knew that he called a wrong person?

TASK 3

Read the sentences and put them in a good order. Then identify verbs and adjectives in the text.

(....) Then, we found out that the table could not stand stable because the legs had different heights.

(....) Still we could not play table tennis because the table became too short for us.

(....) Next, we cut the legs again to make the table stand firmly.

(....) Last week my brother and I wanted to play table tennis.

(....) So, we cut the legs using my father's saw,

LESSON PLAN

(Cycle 2)

School	: Junior High School
Grade/Semester	: VIII/2
Subject	: English
Topic	: Unforgettable Moments
Skill	: Writing
Time Allocation	: 2 x 40 minutes (meeting 6)

A. The Standard of Competency

Writing

15. Expressing the meaning of written functional texts and simple short essay in the form of recount and narrative to interact with surroundings.

B. The Basic Competency

Writing

- 12.2 Expressing the meaning and rhetorical steps of simple short essay using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text.

C. Learning Indicators

- Writing a recount text by using mind mapping
- Using correct grammar and mechanics in writing

D. Learning Objectives

At the end of the lesson, students are able to write a recount text at least 10 sentences by using mind mapping.

E. Learning materials

- Example of the recount text

Table Tennis

Last week my brother and I wanted to play table tennis. We saw that the table was too high for both of us. So, we cut the legs using my father's saw. Then, we found out that the table could not stand stable because the legs had different heights. Next, we cut the legs again to make the table stand firmly. Still we could not play table tennis because the table became too short for us.

- Social Purposes

To tell the readers what happened in the past through sequences of events.

- Generic structure of recount text

- Title (optional)
- Orientation : what, who, when, where and why
- Events : tell what happened in a chronological order
- Reorientation : conclusion of the experience. It expresses the writer's personal opinion regarding the events.

- Language features of a recount text

- Nouns and pronouns (I, we, he, she, they, Beny, book, tree, Endi)
- Action verbs (went, visited, fell, started)
- The Simple past tense (past regular and irregular verbs)
- Time conjunctions (first, second, after that, then, next)
- Adjectives (beautiful, nice, wonderful, sunny)

F. Learning Method

PPP (Presentation Production Practice)

G. Teaching and Learning Procedure

1. Pre teaching (10 minutes)

- a. Greeting, and checking the roll.
- b. Students knowing the objectives of the session that are given by the researcher.

2. While-teaching (60 minutes)

a. Presentation

- 1) The researcher and students review the lesson in the previous meeting.
- 2) The researcher and students discuss the homework.
- 3) The researcher explains negative sentences of the past tense
- 4) The researcher gives the students an opportunity to ask about researcher's explanation.

b. Practice

- 5) Students do Task 1.
- 6) The researcher and students discuss Task 1.

c. Production

- a. Students do Task 2 (students write their past experience in the form of a recount text by drawing the mind map first).
- b. The researcher collects the students' writing.

3. Pos- teaching (10 minutes)

- a. Students make a conclusion about the today learning.
- b. Students do the simple reflection towards the learning activities.
- c. Students get feedback from the researcher about the process and their achievement of the today learning.
- d. Closing session.

H. Learning Resources and Media

Mukarto, et. Al. 2007. *English on Sky SMP Book VIII*. Jakarta: Penerbit Erlangga

Priyana, Joko, et.al. 2008. *Scaffolding, English for Grade VIII Students*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional

Wardiman, Artono, et.al. 2008. *English in Focus, for grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional
<http://ariefbudiyantoo.blogspot.com/2013/02/contoh-recount-text-pendek.html>

I. Assessment

Writing scoring rubric adapted from Jacob's et al. in Weigle (2002)
(see appendix E)

Total score: 100

English Teacher

.....

Researcher,

.....
NIP.

.....
NIM.

STUDENTS' WORKSHEET

TASK 1

Decide whether these following sentences are true or false. Then, revise the false sentences to make good sentences.

1. I not look elephant in the zoo.
2. I did not make this cake for he.
3. I did not buy vegetables.
4. My sister did not loved him.
5. Liant did not came to my house yesterday.

TASK 2

LET'S WRITE!

Write down a recount text, telling about your past experiences or activities at least 10 sentences. Draw your mind map first.

Student's Score on the Pre-test

Wednesday, 12 February 2014

No	Name	Pre-test score										Total score
		Content		Organization		Vocabulary		Grammar		Mechanics		
R 1	R 2	R 1	R 2	R1	R 2	R 1	R 2	R 1	R 2			
1.	Achmad Z P	11	11	11	11	9	9	9	9	10	10	50
2.	Aditya Nur S	11	11	11	10	10	10	9	9	11	11	51.5
3.	Anang Nur H P	9	9	9	9	9	9	9	9	9	9	45
4.	Angger Dewa P	9	9	9	9	9	9	9	9	9	9	45
5.	Aniza Ika S	13	13	13	13	9	9	9	9	12	11	55.5
6.	Anton Nugroho	12	11	10	11	9	9	9	9	10	10	50
7.	Aryo D A E	13	12	12	12	10	10	9	9	12	11	55
8.	Bagas Ari W	13	12	13	12	12	12	10	10	13	14	60.5
9.	Billa Noviana R	14	14	14	14	11	11	11	10	13	11	61.5
10.	Chandra A P	12	12	12	12	11	11	9	9	10	11	54.5
11.	Erina Dwi U	15	14	14	14	13	13	12	11	13	12	65.5
12.	Fajar Kusuma D	13	12	13	13	10	11	10	10	10	10	56
13.	Fani Pradika A	14	13	12	12	11	11	10	10	11	11	57.5
14.	Fatkhul Azib N	10	10	10	10	9	9	9	9	10	10	48
15.	Febriana W	13	13	12	12	10	11	9	9	10	11	55
16.	Lenna Aprilia S	0	0	0	0	0	0	0	0	0	0	0
17.	Mella Q A	13	13	13	13	11	11	10	10	12	12	59
18.	Minati N W	13	13	12	12	10	10	9	9	10	10	54
19.	Mufida NUR I	13	12	10	10	10	10	10	10	10	10	52.5
20.	Nur Widya S	12	12	12	13	10	10	9	10	14	14	58
21.	Renaldi P W	13	13	13	13	12	12	12	11	10	11	60
22.	Rosita H	14	14	14	14	12	12	10	10	11	11	61
23.	Silvia Muna K	14	14	14	14	13	13	12	12	12	12	65
24.	Tiur Aprilia	14	14	14	14	10	10	10	10	10	10	58
25.	Veri Andika I	12	12	10	11	10	10	9	9	10	10	51.5
26.	Vio Lavira N	14	14	14	14	14	14	12	12	14	14	68
27.	Wahyuni S D	14	13	12	12	10	10	10	10	10	10	55.5
28.	Zulham Z	12	11	11	11	12	12	9	10	10	10	54

R 1 : the researcher

R 2 : the collaborator

Saturday, 5 April 2014

[illegible]

Student's Score on the Post-test 2

Saturday, 17 May 2014

No	Name	Pre-test 2 score										Total score
		Content		Organization		Vocabulary		Grammar		Mechanics		
		R 1	R 2	R 1	R 2	R1	R 2	R 1	R 2	R 1	R 2	
1.	Achmad Z P	12	12	12	12	11	10	11	10	12	12	57
2.	Aditya Nur S	16	16	16	16	12	12	9	9	11	11	64
3.	Anang Nur H P	11	10	11	10	10	10	10	10	11	11	52
4.	Angger Dewa P	13	12	13	13	11	11	11	10	12	12	59
5.	Aniza Ika S	18	18	18	18	14	14	14	14	16	15	79.5
6.	Anton Nugroho	16	15	16	15	14	13	13	12	12	12	69
7.	Aryo D A E	13	12	12	13	12	12	11	12	12	12	60.5
8.	Bagas Ari W	13	12	13	12	11	11	11	10	11	11	57.5
9.	Billa Noviana R	17	17	17	17	12	12	12	12	12	12	70
10.	Chandra A P	14	14	13	13	12	12	11	11	12	11	61.5
11.	Erina Dwi U	18	17	18	17	17	17	16	16	15	15	83
12.	Fajar Kusuma D	12	11	12	11	11	11	11	11	11	11	56
13.	Fani Pradika A	13	13	13	13	11	12	11	11	12	12	60.5
14.	Fatkhul Azib N	16	16	16	16	13	13	12	12	13	12	69.5
15.	Febriana W	17	17	17	17	15	15	15	14	16	16	79.5
16.	Lenna Aprilia S	15	18	16	18	15	16	15	14	15	14	78
17.	Mella Q A	18	18	18	18	15	15	14	14	15	14	79.5
18.	Minati N W	15	15	15	15	12	12	11	10	12	10	63.5
19.	Mufida NUR I	17	17	17	17	14	14	12	12	12	12	72
20.	Nur Widya S	16	16	16	15	13	13	13	13	14	14	71.5
21.	Renaldi P W	17	17	17	17	17	17	14	14	15	15	80
22.	Rosita H	18	18	18	18	15	15	14	14	14	14	79
23.	Silvia Muna K	16	15	16	16	14	13	13	13	15	14	72.5
24.	Tiur Aprilia	16	16	16	16	14	14	14	13	14	14	73.5
25.	Veri Andika I	17	17	16	16	12	11	11	12	11	11	67
26.	Vio Lavira N	18	17	16	17	15	15	14	14	18	17	80.5
27.	Wahyuni S D	18	17	18	17	17	17	17	17	17	17	86
28.	Zulham Z	11	12	11	11	10	10	10	10	10	10	52.5

R 1 : the researcher

R 2 : the collaborator

EXAMPLES OF STUDENTS' WRITING

1. Wahyuni's writing

Pre-test

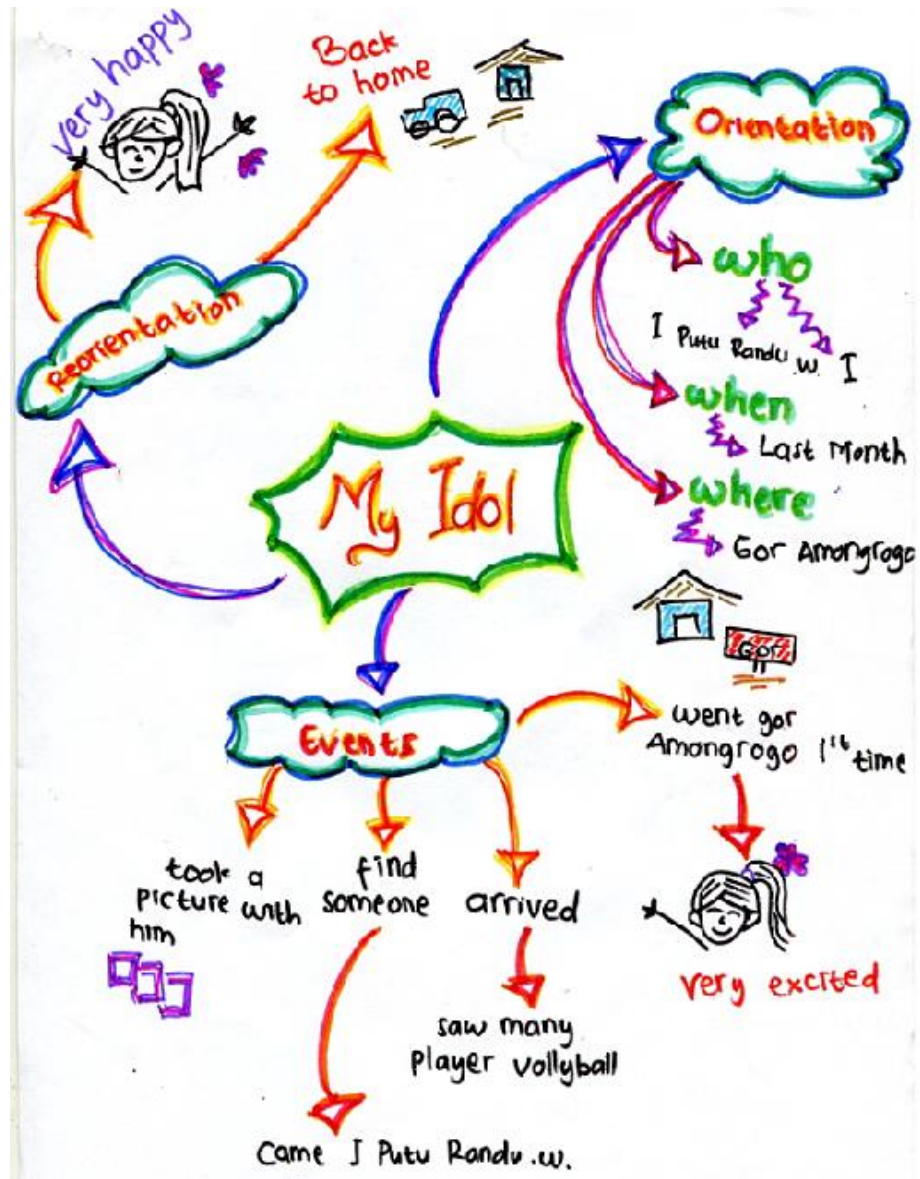
Name : Wahyuni Setyo Dewi
Class : VIII C

Write down a recount text, telling about your past experiences or activities at least 10 sentences.

New Year 2019

At the new year night moment, I and friends light flower fire. Although I somewhat fear, but I very nice. We begin light flower fair at 23.50. Kind flower fire, we glow for to welcome change year. This change year more violent equal year yesterday. Because I can celebrate with friends and family, whereas year yesterday I only can celebrate with family. Flower fire party moment go on. In the sky visibel flicker flower fire. In kind place also celebrate change year, as in UII and church building. Flower fire party this year more noisy, because many place light flower fire. And flower fire decoration sky in Yogyakarta. And all state in world celebrate change year.

Post-test 1



My Idol

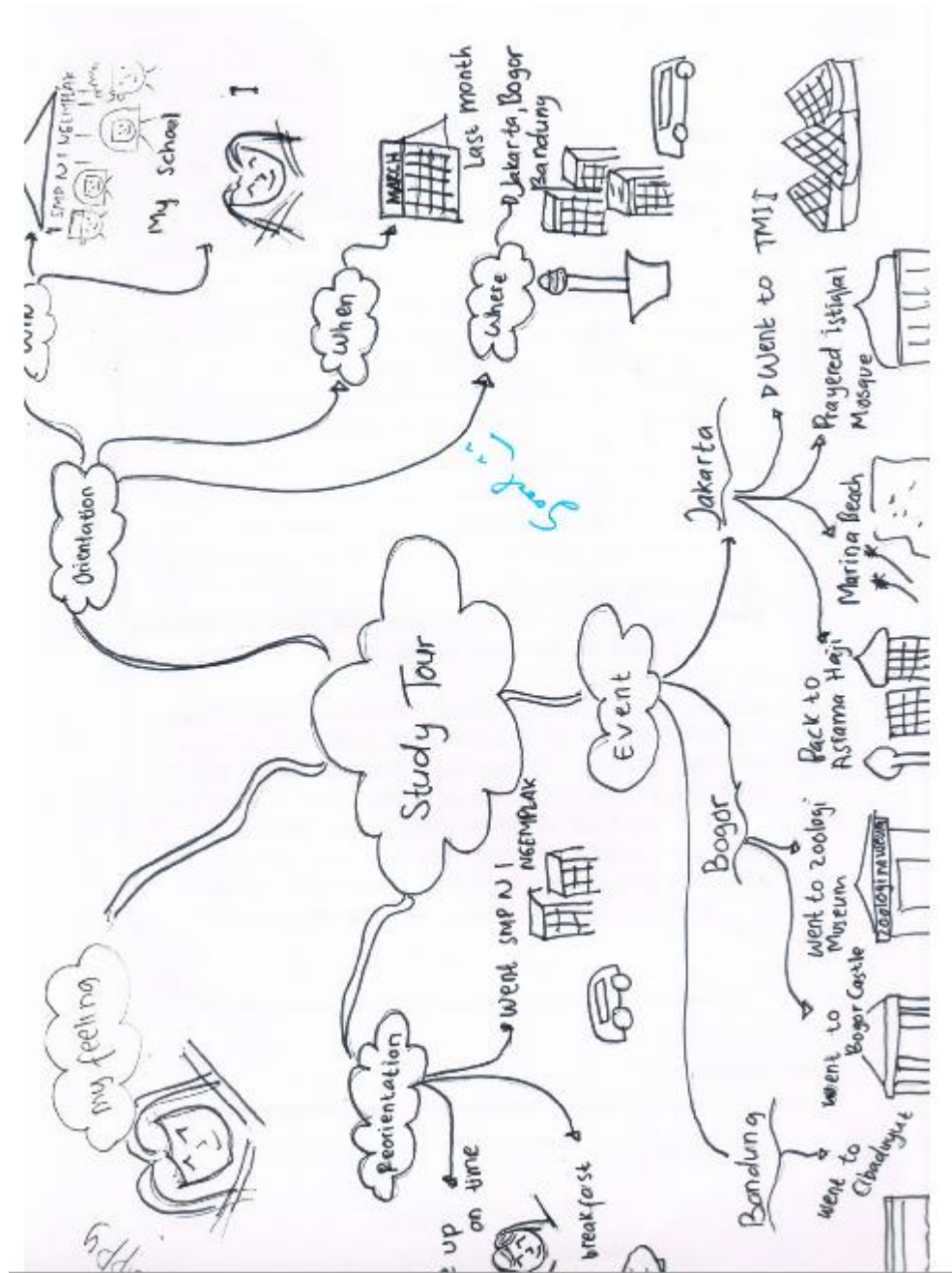
Last month, I did a visit to GOR Amongrago.

I ^{to}wish ^{to}meet my idol. My idol is ^{to}player volleyball.

I ^{to}went GOR Amongrago ^{at}1st time. I was very excited. Then, I arrived in GOR Amongrago, I saw many ^{to}player volleyball. I ^{to}find someone, I came ^{to}Putu Randu Wahyu with full spirit. I ^{to}cannot ^{to}imagine ^{to}I ^{to}meet him. I took a picture with him.

I ^{could not}cannot ^{picture}believe ^{to}in ^{to}meet him. When, ^{to}I took a picture he hold my shoulder. I ^{was}so nervous. He was my ^{reason}motivation for ^{to}become ^{to}best ^{to}player volleyball. Finally, I ^{to}back to home with feeling very happy. That day was so wonderful for me. That event ^{would}never ^{be}forgotten.

Post-test 2



STUDY TOUR

Last month, my school and I did visit to Jakarta, Bogor, and Bandung. We stayed in Asrama Haji, Pondok Gede, Bekasi. It has a big build with park and mosque.

First, we went to Purna Bakti Pertiwi Museum in there TMI. Then we prayed in Istiqlal Mosque. After that, we went to Marina Beach and SeaWorld. After day, we went to Zoologi Museum and Bogor castle. Next, we went to Cibaduyut. Finally, everybody fell a sleep in bus.

We woke up on time in the morning and had breakfast. In the afternoon, we went SMP N Ngemplak. We were all very happy.

2. Vio's writing

Pre-test

PRE-TEST

Name : Vio Lavira Nanyati
Class : 8C/29

Write down a recount text, telling about your past experiences or activities at least 10 sentences.

HOLIDAY

On Wednesday, me and the family went to Grandma's house. Grandma's house is located in KlATEN. We departed from Jogja at dawn and arrived there at 09.00 am. When I arrived at grandma's house, grandma was reading the newspaper. After that, me and my brother were playing in the river. We caught fish in the river. Our clothes were wet but it was very enjoyable! After feeling satisfied in KlATEN, I and the family returned to Yogyakarta. To arrived grandma we straight in the bathroom. The day is to have a good time for me. It is my recount in the holiday.

19
19

Post-test 1



To Jakarta, Bogor, Bandung

Last month, my friend and I went to Jakarta, Bogor, Bandung. First day, we going to Asrama Haji Bekasi to take a bath and breakfast. Next breakfast we went to visited Purna Bhakti Pertiwi museum and Sea world Indonesia. In the Purna Bhakti Pertiwi Museum I see object antique. And in Sea world Indonesia Fishs Colection antique.

Second day, to Zoologi Museum and Istiqlal Mosque. In the zoologi museum I see animals. And In Istiqlal Mosque prayed.

In the afternoon we went to Yogyakarta. We were all tired but we very happy.

17 16
17 16
12 12

Post-test 2



My Shopping

My mother and I went shopping ^{at} Superindo last Sunday. I ^{go} to ^{from} home at 9 a.m. and to arrive in Superindo at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and four papayas. After that, we went to the fish to buy three kilograms of fresh fish. Then, we went to the fashion shop to buy dresses for my sister. Superindo was very cool at that time. I felt so thirsty, so I asked my mother to have some drink at a small food ^{shop} nearby.

We went home at 12 a.m. by motorcycle. Because we had to go to Ranrayana store. We went home very happy and tired. 18

happy 16

3. Erina's writing

Pre-test

Name : ERINA DWI UTAMI

Class : VIII C

Hari/Tanggal :
Rabu, 12 Februari 2014.

Write down a recount text, telling about your past experiences or activities at least 10 sentences.

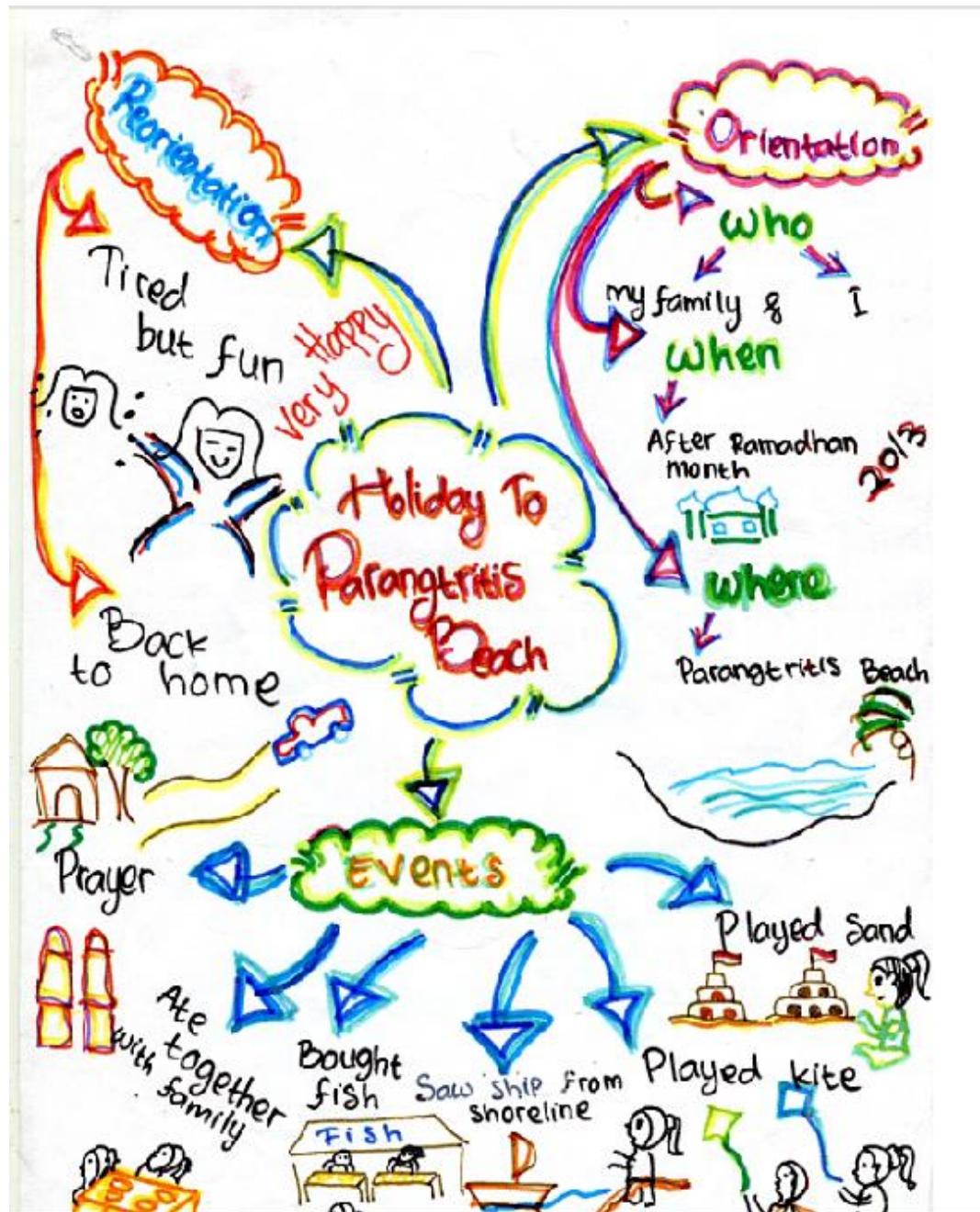
Holiday ^{V2 (Noun)} go to ^P grandmother's house

^{V2} I ^{V2} go to grandmother's house in holiday moment.
I ^{V2} am very happy, because there ^{V2} are many good friends.
I ^{V2} strolled with friends on the wet rice field.
We ^{V2} sit down on the street edge and ^{V2 for} wait sunrise.
We ^{V2} saw merapi from far distance. Bird to begin ^{V2} to
? ^{V2} raise song. Many farmers ^{V2} go to the
wet rice-field. I returned to grandmother house
after sunrise. I ^{V2} take a bath. I ^{V2} breakfast
after ^{V2} take a bath. After day, I returned
to my home with ^{V2} father. Experiences ^{V2} is
absorbed.

15

14

Post-test 1



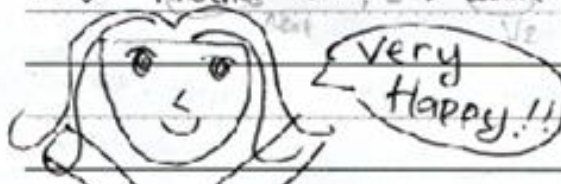
Holiday to Parangtritis Beach

After Ramadhan monthⁱⁿ 2013, my family and I did a visit to Parangtritis Beach.

First, we went to Parangtritis Beach. In there we played^{with} sand. We made a sand palace. Then, we played kite and saw ship from shoreline. I took pictures with my family. After that, we bought fish and ate together. We^{prayed} together before back to home.

We were tired^{after} as played there because it was very hot, but still enjoyable and fun.

This experience with my family and I will never forget. Another time, I want to visited it again.



Post-test 2



STUDY TOUR

Last month, my school and I did Study Tour to Jakarta, Bogor, Bandung. We stayed in Asrama Haji, Pondok Gede, Bekasi. It has big build, Park (place), and mosque.

First, we went to Jakarta. In there, we went to TMII, Prayed in Istiqlal Mosque, went to Ancol. Then, we back to Asrama Haji. After day, we went to Bogor. In there, we went to Amn, Museum, Bogor Palace, and Puncak Bogor. Next day, we went to Bandung. In there, we went to Cibaduyut. Finally, everybody fell a-sleep in bus.

We were up on time in the morning and had breakfast. In the afternoon, we went to SMPN 1 NGEMPLAK. We were all very happy.

ATTENDANCE LIST

No	Name	Meeting (date/month)							
		1 (12/2)	2 (26/2)	3 (5/3)	4 (5/4)	5 (12/4)	6 (17/4)	7 (10/5)	8 (17/5)
1.	Achmad Zaelani P	✓	✓	✓	✓	✓	✓	✓	✓
2.	Aditya Nur Saleh	✓	✓	✓	✓	✓	✓	✓	✓
3.	Anang Nur Hadi P	✓	✓	✓	✓	✓	✓	✓	✓
4.	Angger Dewa P	✓	✓	✓	✓	✓	✓	✓	✓
5.	Aniza Ika S	✓	✓	✓	✓	✓	✓	✓	✓
6.	Anton Nugroho	✓	✓	✓	✓	✓	✓	✓	✓
7.	Aryo Dimas A	✓	✓	✓	✓	✓	✓	✓	✓
8.	Bagas Ari Wibowo	✓	✓	✓	✓	✓	✓	✓	✓
9.	Billa Noviana R	✓	✓	✓	✓	✓	✓	✓	✓
10.	Chandra Adam P	✓	✓	✓	✓	✓	✓	✓	✓
11.	Erina Dwi Utami	✓	✓	✓	✓	✓	✓	✓	✓
12.	Fajar Kusuma D	✓	✓	✓	✓	✓	✓	✓	✓
13.	Fani Pradika A	✓	✓	✓	✓	✓	✓	✓	✓
14.	Fatkhul Azib N	✓	✓	✓	✓	✓	✓	✓	✓
15.	Febriana Widiastuti	✓	✓	✓	✓	✓	✓	✓	✓
16.	Lenna Aprilia S	I	I	✓	✓	✓	✓	✓	✓
17.	Mella Qur'atul A	✓	✓	✓	✓	✓	✓	✓	✓
18.	Minati Nur W	✓	✓	✓	✓	✓	✓	✓	✓
19.	Mufida Nur I	✓	✓	✓	✓	✓	✓	✓	✓
20.	Nur Widya S	✓	✓	✓	✓	✓	✓	✓	✓
21.	Renaldi Prasetyo W	✓	✓	✓	✓	✓	✓	✓	✓
22.	Rosita Handayani	✓	✓	✓	✓	✓	✓	✓	✓
23.	Silvia Muna K	✓	✓	✓	✓	✓	✓	✓	✓
24.	Tiur Apriliana	✓	✓	✓	✓	✓	✓	✓	✓
25.	Veri Andika Irawan	✓	✓	✓	✓	✓	✓	✓	✓
26.	Vio Lavira Nariyati	✓	✓	✓	✓	✓	✓	✓	✓
27.	Wahyuni Setyo Dewi	✓	✓	✓	✓	✓	✓	✓	✓
28.	Zulham Z	✓	✓	✓	✓	✓	✓	✓	✓

PHOTOGRAPHS OF THE STUDENTS' ACTIVITIES





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 : 0177/UN.34.12/DT/II/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

10 Februari 2014

Kepada Yth.

Bupati Sleman

c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

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 THE STUDENTS' WRITING SKILLS BY USING MIND MAPPING

Mahasiswa dimaksud adalah :

Nama : RESTY ANNISA ARROHMAH
NIM : 10202244088
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari - April 2014
Lokasi Penelitian : SMP Negeri 1 Ngemplak

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 1 Ngemplak



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI 325 / 2 /2014

Membaca Surat : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor : 0177/UN.34.12/DT/II/2014
Tanggal : 10 Februari 2014 Perihal : Izin 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.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RESTY ANNISA ARROHMAH NIP/NIM : 10202244088
Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNY
Judul : IMPROVING THE STUDENTS' WRITING SKILLS BY USING MIND MAPPING
Lokasi : KABUPATEN SLEMAN
Waktu : 13 Februari 2014 s/d 13 Mei 2014

Dengan Ketentuan:

- 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;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menurujukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : adbang.jogjaprov.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 13 Februari 2014

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub,
Kepala Biro Administrasi Pembangunan



Hendri Susilowati, SH.
NIP. 19560120 198503 2 003

Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Sleman cq. Ka. Kesatuan Bangsa
- Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- Yang bersangkutan



PEMERINTAH KABUPATEN SLEMAN ,
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 NGEMPLAK

Alamat: Jangkang, Widodomartani, Ngemplak, Sleman, DIY ☎ (0274) 4461001

SURAT KETERANGAN

Nomor : 070/089/2014

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Kabupaten Sleman, Nomor : 070/Bappeda/460/2014, tanggal 7 Februari 2014 tentang surat izin penelitian, dengan ini Kepala SMP N 1 Ngemplak menerangkan bahwa mahasiswa di bawah ini :

Nama : RESTY ANNISA ARROHMAH
NIM : 10202244088
Perguruan Tinggi : Universitas Negeri Yogyakarta
Fakultas : Bahasa dan Seni
Alamat Rumah : Wuryantoro, Wonogiri, Jawa Tengah
No Telp/HP : 089672103296

Telah melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penyusunan Tugas Akhir dengan judul :

IMPROVING THE STUDENTS WRITING SKILLS BY USING MIND MAPPING

Waktu : 12 Februari – 17 Mei 2014

Sasaran : Siswa Kelas VIII C SMP N 1 Ngemplak

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ngemplak, 20 Mei 2014

Kepala,

Drs. R. Tri Wahyana Kuntara, M.A

NIP 19610126 198303 1 005



Pemerintah Kabupaten Sleman
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 577 / 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/563/2014
Hal : Rekomendasi Penelitian
Tanggal : 13 Februari 2014

MENGIZINKAN :

Kepada :
Nama : RESTY ANNISA ARROHMAH
No.Mhs/NIM/NIP/NIK : 10202244088
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Wuryantoro Wonogiri Jateng
No. Telp / HP : 089672103296
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING THE STUDENTS WRITING SKILLS BY USING MIND
MAPPING**
Lokasi : SMP Negeri 1 Ngemplak Sleman
Waktu : Selama 3 bulan mulai tanggal: 13 Februari 2014 s/d 13 Mei 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 : 13 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Ngemplak
5. Ka. SMP Negeri 1 Ngemplak Sleman
6. Dekan FBS-UNY
7. Yang Bersangkutan

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCIRIANI SINURAYA, M.Si, MM
Pemhina IV/a