USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENTS AT SMPN 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013

A THESIS

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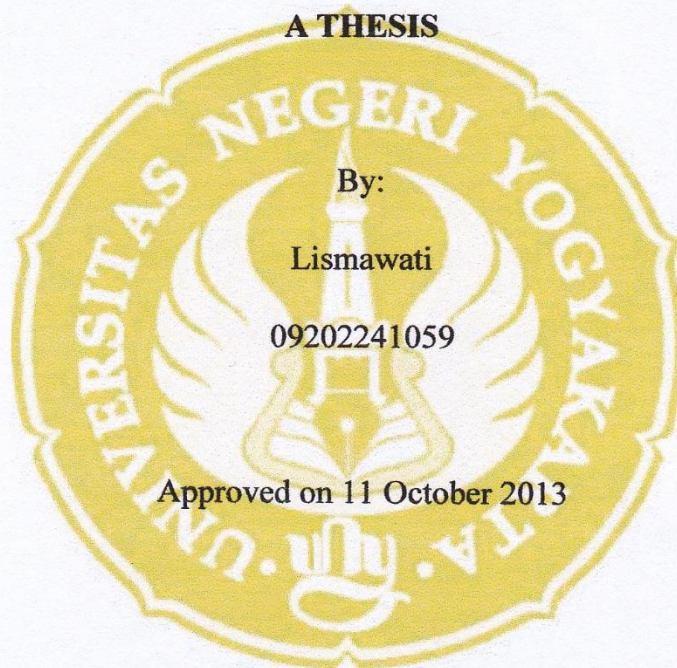for the Attainment of the *Sarjana Pendidikan* Degree
in English Language Education

Written by:

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ENGLISH EDUCATION DEPARTMENT

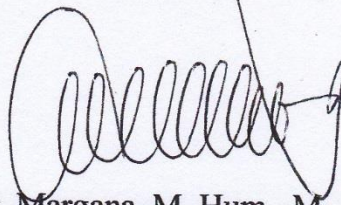**FACULTY OF LANGUAGES AND ARTS**

YOGYAKARTA STATE UNIVERSITY

OCTOBER 2013

APPROVAL SHEET

USING MIND MAPPING TO IMPROVE THE WRITING ABILITY

OF GRADE VIII STUDENTS AT SMP N 2 DEPOK

IN THE ACADEMIC YEAR OF 2012/ 2013

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RATIFICATION

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Yogyakarta, 14 Oktober 2013

Penulis,

Lismawati

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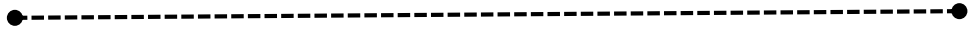# DEDICATIONS

I dedicate this thesis to my loving parents

⁂ RUBIYANTO AND SAMIATUN ⁂

●--●

MOTTOS

"DOA DAN USAHA"

ACKNOWLEDGMENTS

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USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENTS AT SMPN 2 DEPOK IN THE ACADEMIC YEAR OF 2012/ 2013

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ABSTRACT

This research investigated how the use of mind mapping could improve the writing ability of grade VIII students at SMPN 2 Depok in the academic year of 2012/ 2013. It concerned on solving the students' problems in writing on the five aspects namely content, organization, vocabulary, language use, and mechanics.

This research was classified as action research. It was done in two cycles. The first cycle was divided into two meetings and the second cycle was divided into three meetings. The research was done with the participation of 36 students of VIIIC class, the English teacher and another collaborator. The data obtained during the research were qualitative and quantitative data. The qualitative data were in the form of field notes and interview transcripts while the quantitative data were in the form of the students' scores. The validity of the research was obtained by adopting five criteria of validity namely democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

The results of the research showed that the use of mind mapping effectively improved the students writing ability. Based on the qualitative data, the students were able to generate their ideas to produce well-organized recount texts. They were also able to use the appropriate vocabulary, correct grammar, punctuation, spelling, and capitalization in their writings. During the teaching and learning process, they also showed positive response toward the lesson. They enthusiastically joined the teaching and learning activities and did the tasks well. Based on the quantitative data, the students' mean score improved. In the pre-test, the students' mean score was 14.62. The mean score increased in both cycle 1 and cycle 2 in which the mean scores were 16.16 and 16.78. In the post-test, the score increased into 17.63. The gain score of the mean scores from pre-test to post-test is 3.01.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is taught nearly in all stages of formal education. In junior high schools, English is one of the compulsory subjects. In learning English, students have to deal with the four basic language skills which are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. Among the four skills, writing is considered as the most difficult one. Students in junior high schools often find difficulties in writing. However, writing is very important.

Writing is one of the skills that has to be mastered by students in junior high school. Based on School-based Curriculum or *KTSP,* students in junior high school have to be able to not only understand the nature of but also to produce certain various short functional texts, monologues and essays in the form of procedure, descriptive, recount, narrative and report. Therefore, understanding the nature of writing is not enough. The students have to produce certain kinds of texts. Moreover, writing can facilitate students for better learning since in writing they learn some aspects which are useful for learning English. Some of those aspects are grammar, punctuations, vocabulary, structure, and cohesive devices.

The growth of technology and the changes of life style also require the students to be able to write in English. The ability to write in English is also

needed and important if they want to continue their study. Moreover, if they continue their study abroad. In accordance with the globalization and the changes of the life style, the students will also need good writing ability for their future in developing their career after they graduate from their schools or colleges.

However, the writing ability of the students in junior high schools usually is low. Writing is a complex activity. Even so, teachers usually do not pay much attention to this skill and pay more attention to the other skills such as reading and speaking. Writing is often considered less important by some English teachers in junior high schools. In fact, writing is as important as the other skills. Besides, they usually do not teach the students of how to write in English but only test them. They also do not give enough opportunities and guidance for the students to produce good writings. To be able to produce good writings, the students also have to master the subskills of writing. However, many students lack of those subskills and it causes difficulties in writing.

The same problem was found in SMPN 2 Depok. SMPN 2 Depok itself is a state junior high school in Sleman, Yogyakarta. Many students had low writing ability including the grade VIII students. The grade VIII students at SMPN 2 Depok had difficulties in generating their ideas and organizing the texts in good organization. They also found it difficult to find the appropriate words to convey their ideas. There was also a problem in using the correct grammar. The students also did not use the correct punctuation and capitalization in their writings.

Dealing with the problems above, the researcher along with the English teacher agreed to do some efforts to solve the problems emerging. The decision made was to improve the students writing ability through mind mapping. Mind mapping was chosen because writing is not only a product but also process. In writing, there are some stages that the students meet. One of the stages is planning in which students generate their ideas. Therefore, it can be said that generating ideas is the basic skill needed in writing. To be able to produce meaningful texts, first, the students had to be able to generate their ideas. Mind mapping could help the students to generate their ideas. It also helped them in organizing texts, using correct grammar, choosing appropriate vocabulary and using correct mechanics. Mind mapping was expected to be able to solve the writing problems and finally improved the students' writing ability.

B. Identification of the Problems

As has been stated before, the writing ability of grade VIII students at SMPN 2 Depok was low. It was affected by some factors. The factors were the teacher, the students themselves and the technique used in the writing teaching and learning process.

The first factor was the teacher. A teacher has many roles in teaching learning process which are controller, organizer, assessor, prompter, participant, resource, tutor and observer. As a facilitator, the teacher has to facilitate the teaching and learning process in order it can run well. Teacher has to give stimulus and to choose the appropriate materials and techniques. The

English teacher of grade VIII at SMPN 2 Depok did not teach writing to the students sufficiently. The students were only given stimulus such as pictures and they were asked to write sentences based on the pictures. The sentences do not unite. They also learnt writing by rearranging words into good sentences or rearranging sentences into a paragraph.

The second factor was the students themselves. The students thought that learning English especially writing in English was difficult. They were unmotivated to join the lesson. They faced many problems in writing such as generating ideas, organizing the texts well, using appropriate vocabulary, correct grammar, punctuation and capitalization. In writing, students are supposed to be not only the object of learning but also the subject of learning. It means that besides receiving what is given by their teacher, they have to learn and to develop themselves by themselves. However, the students just did what the teacher asked. They did not have initiative to learn writing and to produce a text by themselves. They also rarely practiced writing outside the school. They did not give themselves more exposure of writing while the teacher did not have much time to focus on their writing.

The third factor was the technique. The technique used in teaching writing is important in writing mastery. The use of an appropriate technique is needed. It will help the students to get good acquisition. However, the technique used by the teacher of grade VIII at SMPN 2 Depok in teaching writing was less attractive and effective.

C. Limitation of the Problems

The students' low writing ability was affected by some factors. Analysing all of them would spend much effort and time. Due to the lack of time, the researcher and the English teacher decided to focus on the technique to improve the students' writing ability which was using mind mapping. Mind mapping was expected to be able to overcome the writing problems related to generating ideas, organizing texts, using appropriate vocabulary, correct grammar, punctuation and capitalization. The researcher also expected that mind mapping would encourage the students to like writing and to write both inside and outside the classroom. Mind mapping made the process of writing became interesting. It employed the use of colours, pictures and imagination. It also helped them to generate ideas easily.

D. Formulation of the Problems

Based on the identification of the problems and limitation of the problems, the researcher formulated the problem of the research in the following question: "How could mind mapping be implemented to improve the writing ability of grade VIII students at SMPN 2 Depok?"

E. Objective of the Research

The objective of this research was to describe the use of mind mapping in improving the writing ability of grade VIII students at SMPN 2 Depok.

F. Significance of the Research

This research was conducted to describe the use of mind mapping in improving the writing ability of grade VIII students at SMPN 2 Depok in the academic year of 2012/ 2013. It is hoped that the findings of this research will give benefits and contribution to some parties theoretically and practically.

1. Theoretically

   a. For English Department of Yogyakarta State University, the researcher expects that the result of this study can be a reference related to the topic of writing ability and the use of mind mapping to improve writing ability.

   b. For the future researchers who will do similar study, the result of this research study hopefully can be a beneficial reference for them in conducting their study.

2. Practically

   a. For the teachers, especially the English teachers in SMPN 2 Depok, the result of this research study is expected to help them in improving the students' writing ability.

   b. For the grade VIII students at SMPN 2 Depok, this study is expected to give them a way to improve their writing ability in which using mind mapping.

c. For the researcher herself, this study is expected to improve her awareness of the importance of writing and to give experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review, relevant studies and conceptual framework. Literature review discusses the theories related to the topic. Studies that are relevant to this research are also presented. Meanwhile, conceptual framework discusses the relationship of the theories with the study.

A. Literature Review

1. Theory of Writing

a. Definitions of Writing

Writing is one of the productive skills in English. It means that there will be a final product produced from the writing activities. A written text can be used as a media to transfer message and to make it clear for others. Through writing, people can express their feelings and ideas. As stated by Langan (2008), writing is a form of communication to express thinking and feeling.

In writing, people employ both physical and mental acts (Nunan: 2002). Writing is basically the physical act of committing words or ideas to some medium. It is also a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs.

Writing can also be defined as writing as process and writing as product. In writing as product, people are only interested in the aim of a task and in the final product. However, in the writing as process, people pay attention to some stages in writing which are planning, drafting, editing (revising), and the final product. In this kind of writing, people give more attention to the language use, punctuation, spelling, vocabulary, and ideas than in writing as product.

Brown (2001) defines writing as a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise a text for clear meanings, how to edit a text for the appropriate grammar, and how to produce a final product.

Another definition of writing is proposed by Murcia et al. (2003). She states that writing is the production of the written word that results in a text that must be read and comprehended in order for communication to take place. Writing makes a product in the form of written texts which are used to deliver the writer's ideas and meanings to the reader.

Writing, as has been explained before, is the most difficult skill to master. One of the reasons is that writing is complex. As proposed by Richards and Renandya (2002), written language is complex at the

level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy or using appropriate rhetorical forms of discourse. In the process of writing, people have to deal with planning, drafting, editing (revising) and final product.

From the explanation above, it can be concluded that writing is a written product of thinking, drafting, and revising that requires specialized skills. The skills are generating ideas, generating the ideas coherently and using discourse markers and rhetorical conventions to put them cohesively into a written text.

Writing is a complex activity. It consists of some steps and each step needs specialized skills. The first skill is generating the ideas. The next step is creating sentences and organizing them into a cohesive text. It means that the ideas should connect logically and be clear. The use of discourse markers and rhetorical conventions also has to be considered carefully. Because there is no direct interaction between the reader and the writer, the meaning that is contained in the written product must be clear. The grammar also should be correct in order the written product can be understood.

b. Microskills of Writing

Brown (2001) proposed twelve microskills of writing. They are:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing at 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 system (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 communicative such relations as main idea, supporting idea, new information, generalization, and exemplification.

10) Distinguish between literal and implied meanings when writing.

11) Correctly convey culturally specific references in the context of the 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 drafts, using paraphrases ad synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. The Process of Writing

According to Harmer (2006), writing has four stages. They are planning, drafting, editing (revising) and final version. Each of the stages is explained below.

1) Planning

   In this stage, the students gather information by planning what is to be written. They also decide the purpose of the writing, the text type, the language used, and the information chosen. The students also have to consider the organization of the ideas and content structure. In this stage, the students generate their ideas. The teacher helps the students to generate their ideas such as by using mind mapping.

2) Drafting

   The next stage of writing is drafting. Draft refers to the first version of a piece of writing. Therefore, drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. The students pour their ideas into sentences and then paragraphs. In this stage, they have not focus on accuracy yet. Content and meaning are the things that they have to focus on. They start to write a draft on a piece of paper then it will be revised.

3) Editing (Revising)

   In this stage, the students review their works based on the feedback given. In the process of producing their works, the students must make mistakes such as the content is not dense enough, the order is not clear, the grammar is wrong and the use of

the words is inappropriate. They may revise their works by improving the contents, editing the grammar, moving the sentences, and using another words.

4) Final Version

The last stage is the final version. This stage refers to the process of tidying up the texts for the grammar, spelling, punctuation, diction, sentence structure, and accuracy for preparing the final draft. After editing the draft and making changes which are needed, the students produce their final draft and are ready to publish their writing.

d. Teaching Writing

Writing is a complicated skill and difficult to be mastered especially by the foreign language learners. The difficulties lay on generating the ideas, organizing the ideas, and transferring the ideas into readable text. The skills needed and required in writing are highly complex. The foreign language learners have to pay attention to the higher level skills such planning and organizing and also to the lower level skills such as spelling, punctuation, and word choice.

Despite the difficulties above, there are some reasons why teaching writing should be done. According to Harmer (2001), the

reasons include reinforcement, language development, learning style and writing as a skill.

1) Reinforcement

Students may acquire language mainly from oral or aural way. However, most of them learn greatly from language that is written down. Learning through visual demonstration of a language construction is not enough. Students often find it useful to write sentences using a new language directly after they learn it.

2) Language development

It is believed that the actual process of writing helps students to learn as they go along. The mental activity that they undergo in constructing a written text is a part of the ongoing learning experience.

3) Learning style

There are some students who are able to learn language just by looking and listening. However, there are also those who need a longer time. They need to think things and produce the language in a slower way. Writing is appropriate for those students.

4) Language as a skill

Of all, the most important reason of teaching writing is that it is a basic language skill. It is as important as the other skills which are listening, speaking, and reading. Students need to know how to write letters, and to know some of writing's conventions (punctuation, paragraph construction).

Writing is a mean for self-discovery and learning. Another reason of why teaching writing should be done is that writing can facilitate learning. It is because writing is a process of making meaning including experience, emotion, and thought. It also enhances language acquisition and learning since students experiment with words, sentences, and larger scopes of writing to communicate their ideas. It will also give the students preparation for life activities since writing is a social activities. Moreover, not everyone learns to write so it has to be taught (Johnson, 2001).

Teaching itself, according to Brown (1994), means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand. It can be inferred that teaching writing means showing and helping the students to write, giving them instruction in order for them to write, providing them the knowledge, making them understand the knowledge of writing and know how to

write. Therefore, they will be able to write and produce a good written product.

According to Brown (2000), teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions to learn. Therefore, in teaching writing, the teachers should not only give the theories of how to write but also give the students the chance to write. They have to make sure that the environment enables the students to learn to write.

From Brown's (2000) definition, it also can be conclude that teaching cannot be separated from learning. In Brown (2000), Kimble and Garmezy state that learning is relatively permanent change in behavioural tendency and learning is the result of reinforced practice. Therefore, in order to improve the students' writing skills, the students have to practice to write and get reinforcement from the teachers.

e. **Teaching Writing in Junior High School**

In Indonesia, English is considered as a foreign language. However, it has become popular and is used widely. The importance of it makes it is taught in nearly all stages of formal education. Teaching writing in junior high schools is very important since it is one of the compulsory subjects. Besides that, teaching English in junior high schools is targeted to teach the students to achieve a functional stage.

The functional stage itself means communicating both orally and written to overcome the problems in the daily life. Students of junior high school are required to understand the nature of writing and to produce various functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report. Regarding to the text types, grade VIII students deal with descriptive, narrative and recount texts.

Teaching writing in junior high schools is based on the school based curriculum *(KTSP)*. The curriculum contains standard of competence and basic competency that should be achieved in each semester. Standard of competence and basic competency are developed based on the *KTSP* that is based on standard of contents and standard of graduate competencies (Depdiknas, 2006). Below is the table of standard of competence and basic competency of writing for grade VIII in the second semester.

Table 1. The Standard of Competence and Basic Competency of Writing for Grade VIII in the second semester.

Standard of competence	Basic competency
Menulis 12. *Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar*	*Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar*

(Continued)

| (12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings) | (Expressing meaning in the form of simple short functional text using various written language accurately, fluently, and acceptable to interact with surroundings)

 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount *dan* narrative

 (Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts) |

2. Mind Mapping

a. Definition

Mind Mapping was popularised by Buzan, a British popular psychology author, in 1970s. He developed modern mind mapping which is simpler than mind mapping that was developed in 1960s. Buzan (1996) stated that traditional outlines forced a reader to scan left to right or top to bottom. Meanwhile, the brain tends to scan the entire information at once in a non-linear way. In developing mind mapping,

Buzan used several aspects of mind mapping that could help people create their note. Those aspects are related to the use of landscape paper, branches, pictures, colours, key words and central image (Windura: 2008).

Mind mapping itself means a creative note taking or note making technique in visualization and graphic (Buzan 2006; 2008). It is different from usual note making. In usual note making, people only list words, phrases or sentences from top to bottom or from left to right to pour their ideas, while in mind mapping, people use pictures, colours and key words. Because of the use of pictures and colours, the information that is written will be more attractive than merely a list of words, phrases, or sentences.

In its use, mind mapping involves the use of imagination and association. It means that in pouring their ideas, people enclose imagination stimulator such as pictures and colours in order to present the ideas clearly. Association technique is also used to help them build their senses to the new concepts. The new concepts are connected to the known concepts having a tight relationship with the new concepts. Therefore, the people will be able to associate their new knowledge with the previous knowledge.

Mind mapping is different from standard note making. Standard note making uses only single and monotonous colour which is usually

black. It also does not use colours, images, association, and wholeness which are important elements in learning. That is why many people drive themselves to boredom, distraction and a state of unconsciousness since they use standard note making. Note making itself means organising thoughts often in the creative and innovative way.

The use of pictures in learning is crucial. Buzan (1996) stated Harber did an experiment in 1970 related to pictures. The result of his research shows that the recognition of pictures is essentially perfect. People are able to learn faster and better through pictures. Pictures are more attempting than words, more precise, and potent in triggering a wide range of association. Therefore, it enhances creative thinking and memory.

Mind mapping can be applied in every aspects of life. In education, mind mapping commonly used to balance the right and left side of the brain. The right side of the brain is for creative and visual things while the left side is for logical and rational things.

b. The Characteristics of Mind Mapping

According to Buzan (2006), mind mapping is an expression of radiant thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It can be applied to every aspects of

life where improved learning and clearer thinking will enhance human performance. Mind mapping has four essential characteristics.

1) The subject of the attention is crystallised in a central image.

2) The main themes of the subject radiate from the central image as branches.

3) Branches comprise a key image or key word printed on an associated line. Topic of lesser importance are also represented as branches attracted to the higher level branches.

4) The branches form a connected nodal structure.

The characteristics of mind mapping can be also elaborated as stated by Windura (2008).

1) Using many pictures

The use of pictures in mind mapping is important. Pictures are part of imagination. They build imagination and also strengthen key words. If pictures are used together with letters, the left and right sides of the brain will work in balance. It can create the best condition for the students to study and to concentrate.

2) Using many colours

Mind mapping emphasizes the use of colours. Colours are believed improving creativity and helping in memorizing. By adding colours in branches, mind mapping background, and images,

the mind mapping will be more interesting. The use of colours makes it easier for the students to comprehend the things that they learn since they make the learning process becomes fun for them.

3) Using key words to present ideas

The term key word refers to the word that leads to a sentence or event. Using key words to presents ideas in mind mapping can make the ideas easily remember and recall. The use of one key word in each line stimulates students to radiate their new ideas easily.

4) Applying the classification of information

In mind mapping, information is presented in clear classification forms. Information is classified based on its category.

5) Showing whole and detailed information at the same time

Students can easily see the whole and detailed ideas or information at the same time. It is because the ideas or the pieces of information are presented in a piece of paper and are related one to another. The format of mind mapping which is using imagination and association and presenting ideas/ information in diagram makes the students are able to see the general ideas/ information to the detailed ones.

6) Using association

Association means the way to connect new concepts with the other known concepts that have a tight relationship. Mind

mapping uses the principle of association and it makes the relationship among the information clearer and more systematic.

7) Presenting the central image in the middle

Presenting the central image in the middle of mind mapping aims at attracting the students' eyes and brain. It will make the students stay focus. Central image is also drawn to describe the main idea of the mind map. Buzan (2006) always associated mind mapping with brain and the work of mind mapping is indeed similar with the work of the brain cells in creating a network. The brain cells spread out from the middle to all directions as does mind mapping. Mind mapping gives the brain freedom to radiate ideas in all direction. It also lets the students to express their thought creatively and naturally.

8) Making students more creative

Students are creative in nature. The result of mind map among students will not be similar. It is because they have their own ways to use their imagination. Mind mapping stimulates students to think by using their imagination such as drawing pictures and using colours. That is why, mind mapping makes the students more creative.

9) Helping students to learn better

Mind mapping employs both sides of the brain to work in balance. The work of the both sides of the brain will make the

students feel relax in thinking. Therefore, they will be able to learn the materials that they learn optimally.

c. The History of the Use of Mind Mapping Concept

The concept of mind mapping has been used since a long time ago. Many famous figures such as Leonardo Da Vinci, Galileo Galilei, and Richard Feynman use the concept of mind mapping in producing their great works (Buzan: 2009).

1) Leonardo Da Vinci

Leonardo Da Vinci is one of many genius and creative people in the world. He used visual language to create many great works. He used pictures, diagrams, and symbols as a natural way to catch ideas appearing in his brain and presented them in papers. The most notable thing about Leonardo's books is the use of pictures. Pictures help him explore his thought. He states that verbal language is second to visual language and the main tool for his creative invention is visual language.

2) Galileo Galilei

Galileo Galilei is a creative and genius thinker in the world. He made his thoughts in plain views through illustration and diagrams to analyse problems.

3) Richard Feynman

Richard Feynman is an expert in physics. When he was young, he realized that imagination and visualization were the most important parts of the process of the creative thinking.

The use of mind mapping concept by those figures proves that the use of visual language is important in presenting information. Mind mapping applies the use of visual language such as pictures, symbols, and graphics to explain ideas into visual note making. People are expected to think creatively through mind mapping. Besides that, mind mapping presents information in systematic arrangement. It helps people to understand the relationship of the whole information.

d. The Steps of Creating Mind Mapping

According to Buzan (2006), there are four steps in creating mind mapping.

1) The first is drawing a picture as a central image in the middle of the paper. It aims at describing the main idea.

2) Second is drawing curve lines which are also known as branches. Branches around the central image are called the main branches or *Basic Ordering Ideas*. The aim of the branches is to radiate ideas that have tight relationship with the main idea.

3) Third is drawing pictures or symbols in every tip of the branches to strengthen the writing of key words and to make them easy to understand.

4) Fourth is creating the next branches that radiate from the main branches. It is to present ideas that are related to the ideas presented in the main branches. At the tips of the second branches, pictures and symbols must be drawn. Then, the next branches can be created and images/ symbols can be drawn over and over again.

e. **The Advantages of Mind Mapping**

1) Advantages of mind mapping over linear note-making

As has been stated before that mind mapping is different from usual note-making. According to Buzan (2006), it has some advantages over a standard linear note making.

a) Time saved by noting only relevant words.

b) Time saved by reading only relevant words.

c) Time saved reviewing the note.

d) Time saved by not having to search for key words among unnecessary verbiage.

e) Concentrated on real issues enhanced.

f) Essential key words made more easily seen.

g) Clear and appropriate associations made between the key words.

h) The brain finds it easier to accept and remember visually stimulating multi-coloured, multi-dimensional mind maps, rather than monotonous boring linear notes.

i) While mind mapping, one is constantly on the verge of new discoveries and new realisations. This encourages a continuous and potential endless flow of thought.

2) Advantages of mind mapping in writing

In writing, mind mapping gives the following advantages.

a) It eliminates the stress and unhappiness caused by disorganisation, fear of failure and 'writer's block'.

b) It frees the students 'grapping hooks' to take in new information and ideas, thus enhancing creativity and originality.

c) It enormously reduces the time needed for preparing, structuring and completing of the writing task.

d) It puts the students in continuous control of the analytical and creative process.

e) It results in a more focused, organised and integrated essay.

3. The Use of Mind Mapping in Writing Essay

In writing, mind mapping can be used to help the students in generating their ideas in planning stage. According to Buzan (2006), the following explanation is what mind mapping can do dealing with writing essay.

a. First, students have to begin their mind map with a central image representing the subject of their essays.

b. The students then select an appropriate Basic Ordering Ideas as the major branches or principal sub-divisions. BOIs mean key concepts within which a host of other concepts can be organised. The average number of branches or BOIs is between three and seven. It is because the average brain cannot hold more than seven major items of information in its short-term memory. At this stage, the students have to pay close attention to the topic or question that is asking them to do. The wording of essay topics usually suggests what the BOIs need to be.

c. The next is they have to let their mind range freely, adding items or information, or points that the students want to make wherever they seem most relevant to their mind mapping. During this stage, the students should use codes (colours, symbols, or both) to indicate the association between the different areas.

d. Next, the students can edit and re-order their mind map into a cohesive whole.

e. Then, they can write their first draft of their essay, using their mind mapping as a framework. A well-organised mind mapping should provide them with all the main sub-divisions of their essay, the key points to be mentioned in each, and the way those points related to each other. At this stage, they have to write as quickly as possible and skip over any areas that cause them difficulties especially particular words or grammatical structure. It will make them able to create a great flow. They can go back to the problem areas later.

f. If they come up with writer's block, they can create another mind mapping. Usually, merely drawing the central image will make their brain go again. If they get blocked again, they just need to add new branches from the key words and images that they have create so far. The brain's completing tendency (gestalt) will fill in the blank spaces with new words and images. In this stage, the students have to remember that their brain have infinite capacity for association and allow all of their thought to flow. That way, the block that they meet will disappear.

g. Finally, the students can review their mind map and put the finishing touches to their essay, add cross-references, support their argument with more evidence or quotations, and modify or expand their conclusions where necessary.

B. **Relevant Studies**

There are some relevant studies related to the use of mind mapping in improving students' writing ability. One of those studies is a study conducted by Shamma Al Naabi. She conducted the research in 9 weeks in a government school located in the United Arab Emirates (UAE). The target of the research was English as a Foreign Language (EFL) female students of grade 11, aged between sixteen and seventeen years old. The aim of the research was to improve the students' writing performance under exam conditions using the mind map strategy. She used 3 mock exams to examine the students' use of mind mapping technique as a tool to plan their writing. The finding of the research showed that by using mind mapping, the students were able to generate, to plan and to organize their ideas effectively. As a result, they were able to produce a well-organized writing. They could generate their ideas better and evaluate them quickly. Mind mapping also helped in developing the students' cognition skills and aided to information recovery in an assessment situation.

The second study is a study conducted by Riswanto and Pebri Prandika Putra (IAIN) in the academic year of 2011/2012. They aim of the study was to improve the students' writing at SMAN 3 Bengkulu. The sample of the research was 66 grade X students. They were divided into experiment and controlled groups. The data obtained were analysed using t-test formula. The result showed that there was an improvement on the students' writing.

The third study is a study by Lia Marlina, an English Education student of STKIP Siliwangi Bandung. She conducted the study in order to improve the students' ability in writing descriptive texts. The sample of the study was 60 grade VII students at SMPN 1 Mande, Cianjur. She conducted quasi experiment and use non-equivalent groups pre-test and post-test. The result of the data analysis using t-test formula also showed an improvement on the student' writing ability.

The fourth study is conducted in SMPN 9 Malang by Niesia Novarina, a student of UNES. She conducted the research in 2011. The aim of the study was to improve the students writing ability in recount text of the eight graders on SMPN 9 Malang. The target of the study was a class of eight grader consisted of 40 students. The study was conducted in two cycles. Based on the data obtained, there was an improvement on the students' score of writing especially in term of content and organization. In the preliminary study, there was no student passed the *SKM*. However, 23, 68 % (5) of the students passed the *SKM* in cycle 1 and 86, 84 % (33) of the students passed the *SKM*. The students' participation was also improved. More than 85 % of the students were more active and possessed the motivation to write.

The next study is a study conducted by Riris Mutiara Simamora. The aim of her study was to improve the students' writing ability at a junior high school in Bandung. She conducted a quasi-experiment study and the sample was two classes of grade VIII. The data were obtained through pre-test, post-test and questionnaire. The data of the pre-test and post-test were analysed

using t-test. The result, as the other studies, showed an improvement on the students' writing ability. Besides that, from the questionnaire, it was found that the students gave positive respond toward mind mapping. They claimed that mind mapping offered interesting learning, challenged creativity and served new simple teaching to write.

From the studies above, it can be concluded that mind mapping can be regarded as an effective way to improve students' writing ability. Besides that, the students also give positive respond toward it. It motivates them to write. The studies described above give support to the use of mind mapping to improve students' writing ability.

C. Conceptual Framework

This study began with the problem that occurred in English teaching and writing process. The problem was the low writing ability of grade VIII students at SMPN 2 Depok. Review of related theories and relevant studies have been presented above as references for dealing with the problem. This section presents the conceptual framework of the research study.

Writing is important for the students. However, the writing ability of grade VIII students in SMPN 2 Depok was low. Their low writing ability was affected by many factors. One of the factors was the technique. One of the teaching techniques that could be used to improve the students' writing ability was using mind mapping. Mind mapping is a creative note taking or note

making technique in visualization and graphic. Mind mapping was used due to the benefits in improving the students' writing ability.

In mind mapping, students dealt with imagination, pictures, colours, a central image, key words, and association and classification. Students had to think using their imagination in mind mapping such as drawing pictures and using colours. It encouraged the students to be creative. The use of image and letter together balanced the works of the brain. It created good condition for the students to study and to concentrate.

Besides, mind mapping also used a central image in its application. Then, ideas radiated to all directions from the central image. It allowed the students to express their ideas creatively and naturally. The freedom and easiness in radiating ideas were also supported by the use of one key word per-line. The key words itself were strengthened by images.

Images and colours made mind mapping more attractive. Colours also enhanced students' creativity. They made the mind map more interesting. Since the technique used was attracting and interesting, the teaching and learning process became fun. Therefore, the students felt easy to comprehend what was being studied. The fun teaching and learning was important in making the students interested to learn actively.

The creative thinking in mind mapping refers to generating ideas that result in specific action being taken or physical reality being created or changed. In this research study, generating ideas skill was the issue that the researcher

mostly concerned in order to improve the students' writing ability. Generating ideas are often considered difficult. However, through mind mapping, it can be easily done. As has been explained above, the use of images, colours, key words and a central image made the students able to generate their ideas creatively and naturally. Besides that, in mind mapping, one idea is associated with other ideas. The information is also classified. Therefore, the students' writing products were dense, cohesive and well organised. The use of mind mapping is also believed to be effective in improving vocabulary mastery.

With regard to the strength of mind mapping explained above, the problem related to the writing ability of grade VIII students in SMPN 2 Depok could be solved. Therefore, their writing ability could be well improved.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology that were used in this research. The methodology of this research consists of type of the research, setting of the research, subjects of the research, instruments of the research, data and technique of collecting data, techniques of data analysis, validity and reliability and procedure of the research. Each and all of them will be presented below.

A. Type of the Research

The study is an action research in nature. According to Burns (2010), action research is a research in which the researcher involves taking a self-reflective, critical, and systematic approach to explore teaching context. Being critical, the researcher looks for problems in teaching process to be solved or elements in teaching process that can be done better. Therefore, action research is not only solving problem but also improving matters.

Action research is characterized by small-scale, contextual and local. It is small-scale because in doing action research, the researcher usually only involves few participants. The teaching-learning process is contextualized in order to achieve the aim of the research. It is local since the researcher identifies and investigates the teaching-learning issues within a specific social situation, a school or classroom.

The researcher directly participated in the research in order to solve the problem or bring improvement. In this case, the researcher actively participated in improving the writing ability of grade VIII students at SMPN 2 Depok. It is important to be noticed that the improvement or changes are based on the information gathered by the researcher not only based on hunches and assumption. In other word, action research cannot be done randomly but based on factual information.

The nature of action research is collaborative. Therefore, the researcher did not work alone. She collaborated with the English teacher to improve the way in teaching English especially in teaching writing in order to improve the writing ability of grade VIII students in SMPN 2 Depok through mind mapping. Therefore, it was not only the students who got the improvement but also the researcher and the teacher.

There are some steps in action research which are thematic reconnaissance, planning, action and reflection. After identifying the problems, the researcher then made a plan to be implemented in the action step. Once the action had been done, the researcher evaluated and reflected on the results. Those steps formed a cycle.

B. Setting of the Research

There were three settings of this research. They were place setting, learning setting and time setting. Each of them is presented below.

1. **Place Setting**

   The research took place in SMPN 2 Depok. It is located in Jl. Dahlia Perumnas Condongcatur, Depok, Sleman, Yogyakarta. It has 12 classrooms, 4 classrooms for each grade. There were a computer laboratory, a language laboratory, a science laboratory, a library, a mosque, a teachers' office, a principal's office, a vice principal's office, an auditorium, a canteen, a guidance and counselling room, an administration office, a health room, an automotive room, a "Batik" room, a "PKK" room, and 9 toilets.

   Grade VII consisted of 128 students, grade VIII consisted of 143 students and grade IX consisted of 146 students. Therefore, the total number of the students was 417 students. SMPN 2 Depok had 38 teachers, 13 employees and 2 guidance and counselling teachers.

   The researcher chose this school as the place to conduct the research because she already knew this school.

2. **Learning Settings**

   The students of grade VIII of SMPN 2 Depok were 417 students. Each grade was taught by different English teachers. In a week, they had 3 meetings of English class. For grade VIII, each meeting was 2 lesson hours (2 x 40 minutes). However, the researcher only took two meetings a week in order to avoid students' boredom.

3. Time setting

The research was conducted in the second semester of the academic year of 2012/ 2013. It was done from April to July 2013 including the observation, planning, and the implementation of the use of mind mapping to improve the writing ability of grade VIII students at SMPN 2 Depok.

C. Subjects of the Research

The research involved 36 students of class D grade VIII. As explained above, the students' writing ability could be said low since the technique used by the teacher did not give them exposure to produce a written product. They also did not learn to write and to produce texts by themselves. They were not eager in writing English. They did not like writing because they found that it was difficult. Meanwhile, students of junior high schools grade VIII are supposed to be able to produce certain text types.

The English teacher of grade VIII was also involved in this research. The English teacher participated in this research as a collaborator. The teacher observed the research, gave information in the thematic reconnaissance step, gave opinions about the plans that were implemented and the implementation of mind mapping in the teaching-learning process. This research also involved another collaborator to do observation and to give opinions as the English teacher did.

D. Instruments of the Research

The instruments used in this research are presented below.

1. Interview Guideline

    Interview guideline was used to interview the English teacher and the students during the research. The interview was done in the reconnaissance and action steps.

2. Observation Checklist

    Observation checklist was used to check the application of mind mapping in the teaching and learning process. The researcher and collaborators put mark to the statements of writing processes which had been done.

3. Writing Tests

    Students' writing tasks were used as the media to get the information about the students' writing ability after mind mapping was applied. By seeing at the tasks, it could be seen whether there was an improvement after implementing mind mapping on the students' writing ability or not.

E. Data and Technique of Collecting Data

The data of this research were qualitative and quantitative data. The qualitative data were in the form of description of the process during the action,

interviews transcripts, observation checklists and students' writing tasks. On the other hand, the quantitative data were the results of the students' writings. To collect the data, the researcher used observation, interview and evaluation on the students' writings. Further explanation of how the data had been collected are explained below.

During the reconnaissance step, the researcher did a class observation together with a collaborator in order to get the information related to the English teaching-learning process. The researcher gathered information about how the teacher taught, how the students participated in the teaching-learning process, and about the problems that occurred. The researcher also interviewed the English teacher and the students to know more about the difficulties that happened in the teaching and learning process.

In the planning step, the researcher interviewed the English teacher to decide what kind of activity to apply in order to solve the problems, here, to improve the writing ability of grade VIII students. It was not only the English teacher but the researcher also asked for the collaborator's opinion and suggestion. The interview was done also to achieve the democratic and process validity of the study.

In the next step which was action and observation, observation and interview were done to achieve dialogic and outcome validity. The observation was conducted by the collaborator. The interview was conducted after the implementation. The researcher interviewed the collaborator, the English

teacher, and the students about the implementation of mind mapping to improve the students' writing ability.

After the action step was done, the researcher reflected on the results of the action. The results of the students' writing were evaluated. The researcher used documentation to record the students' activities in producing the written texts. The process of documentation in the implementation was done by the collaborator. Content and outcome validity were expected to be achieved in this process.

F. Techniques of Data Analysis

Analysing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 2010). In analysing the data of this research, the researcher used some steps that are proposed by Burns (1999, 2010).

1. Assembling the data

In this step, the researcher collected the data that she had and the reflections related to the data. After that, the researcher reviewed the initial and or her revised questions and looked for broad patterns, ideas or trends that seem to answer the questions from the data.

2. Coding the data

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

3. Comparing the data

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

4. Building meanings and interpretations

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

5. Reporting the outcomes

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

The quantitative data of this research were analysed using descriptive statistics in the form of mean. By comparing the means of the writing tests, the researcher was able to see the improvement on the students' writing ability.

G. Validity and Reliability

Anderson et al. in Burns (1999) propose five kinds of validity which include democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The researcher used those validity.

1. Democratic Validity

This validity means that the stakeholders have a chance to give their opinion, idea, and comment about the implementation of the action research. To get this validity, the researcher interviewed the teacher and the students.

2. Outcome Validity

Outcome validity is related to the results of the actions that are successful within the research context. In this research context, the actions

related to the improvement of the students' writing ability. Therefore, the outcome of this research was the improvement of the writing ability of the students' grade VIII in SMPN 2 Depok.

3. Catalytic Validity

Catalytic validity is related to the extent to which researcher allows the participants to deepen their understanding of the social realities of the context and how they can make change with it.

4. Process Validity

Process validity is related to the extent which raises questions about the process of conducting the research. To get process validity, the researcher collected the data by doing classroom observation, making field notes during the lessons, interviewing the teacher and the students and having discussion with the principal in the scheduled time.

5. Dialogic Validity

Dialogic validity means the stakeholders can participate in the process of the research. To fulfil this validity, the researcher asked the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process.

The explanation above is all about the validity of the research. The next issue is the reliability. The reliability of the research was obtained by giving the genuine data such as the field notes, interview transcripts and other

records. According to Burns (1999), there are four triangulation techniques to get trustworthiness. The researcher used three of those triangulation namely time triangulation, investigator triangulation, and theoretical triangulation. Each of them is explained below.

a. Time Triangulation

The data of the research are collected at one point of time or over period of time to get a sense of what are involved in the process of the changes.

b. Investigator Triangulation

Two or more investigator are involved in the same research setting. According to Burns and Grove (2001), the use of investigator triangulation removes the potential for bias that may occur in a study conducted by a single investigator (Ziyani et al., 2004).

c. Theoretical Triangulation

The data were analyzed from more than one perspective.

H. Procedure of the Research

The most common model of action research is the one that is proposed by Kemmis and McTaggart. Action research processes involve many interwoven aspects such as exploring, identifying, planning, collecting information, analysing and reflecting, hypothesising, and speculating, intervening, observing, reporting, writing, and presenting (Burns: 1999).

Therefore, the model used in action research should be adaptable, according to how teachers' personal ideas and theories about what is happening in their classroom are developing. The cycles in action research also should be successive and open, and allow for as much as feedback and interaction between the cycles as possible. In action research, researchers to be creative and spontaneous as had been proposed by McNiff (1988) in Burns (2010).

Thereore, the researcher used Kemmis and McTaggart model with modification. In the model that the researcher used in the research, there were four steps done in a cycle. The steps were reconnaissance, plan of action, action and reflection. Each step is described below.

1. Determining the Thematic Concern-Reconnaissance

In this step, the researcher did reconnaissance by doing observation about the writing teaching and learning process of grade VIII at SMPN 2 Depok. The aim of the observation was identifying the crucial factors in the writing teaching and learning process and the problems that occurred. After doing the observation, the researcher did interview with the English teacher and the students to get more information and deepen understanding. Based on the observation and interview, the researcher then formulated the problems that occurred in the writing teaching and learning. The problems were selected by the researcher opinion, obstacles, and weakness. The urgency and the important were also considered to formulate them.

2. Planning

The researcher made a plan of actions to solve the problem that had been selected in the reconnaissance step. This step aimed at finding the strategic plan to solve the problem. In this case, the researcher used mind mapping to improve the writing ability of grade VIII students at SMPN 2 Depok. Together with the teacher, the researcher prepared the technique, teaching material and instruments to collect the data.

3. Action

The plan that was made in planning stage was implemented in this step. During the action, the data were obtained in the form of description of the process during the action, interview transcripts, observation checklists and students' writing tasks and the result of the students' writing tasks.

4. Reflection

The last part of the process was reflection. After the action complete, the researcher and the teacher reflected on the action.

CHAPTER IV
RESEARCH FINDINGS

This chapter discusses the process of the research including the reconnaissance step, planning, action and observation, and reflection. The research was conducted in two cycles. The first cycle was conducted in three meetings and the second one was in two meetings. This chapter also presents the result of the research in the form of qualitative and quantitative data. The discussion of the result is also presented.

A. Reconnaissance

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

1. Identification of the Problems

This research was started by gathering the information dealing with the writing teaching and learning of grade VIII in SMPN 2 Depok. To gather the information, the researcher interviewed the English teacher and the students. She also observed the teaching and learning process and conducted a pre-test. From the interview, observation and pre-test, the researcher found some problems as follows.

Table 2. The Field Problems in VIIID Class SMPN 2 Depok

No.	Categories	Problems
1	The teacher's teaching style	d. Focus on reading and speaking e. Using grammar exercises from books and worksheets to teach writing
2	Students' motivation	f. Low motivation in learning English
3	Students' interaction with peers	g. Mostly talking to their friends h. Disturbing their neighbours
4	Students' discipline	i. Coming late j. Not doing the tasks directly k. Needing special treatment
5	Students' writing habit	l. Copying friend's work or texts from books/ school worksheets
6	Students' writing skill	m. Having problems in developing ideas and using the text organization, correct grammar, vocabulary and mechanics

The following interview with the English teacher reveals some of the problems.

P : *O nggih, berarti kalau berkaitan dengan writing biasanya aktifitasnya apa Bu?* (Ok, so usually what were the activities in teaching writing?

GBI : *Biasanya rearranging sentences, terus membuat kalimat sesuai gambar. Ya yang ada di buku. Jadi misal pertama dikasih gambar ini trs dibuat kalimat, terus dikasih gambar*

lagi, tulis kalimat lagi. Jadi kalimatnya ya pisah-pisah begitu Mbak. Dan anak-anak itu kalau diminta menulis agak susah karena kan kalau reading terbiasa tinggal nyusun ya Mbak. Jadi kalau disuruh nulis sendiri itu susah. Saya juga beda dengan pengawas pendidikan. Kalau mereka kan contextual, saya tidak. Karena kalau dikasih teks begitu terus dikasih tahu tensesnya ini, nanti ganti gitu pada bingung mbak. (**Usually I asked the students to rearrange sentences and to make sentences based on pictures. They were activities provided in the book.** First, students were given a picture and they wrote a sentence based on the picture. Next, they were given another picture and wrote sentence based on the picture again. Therefore, the sentences were separated and did not form a text. **It is difficult to make the students to write because in reading they are used to just rearrange sentences. So, it is difficult to make them create their own writings.** I am also different from the educational supervisor. They suppose teaching to be contextual but I do not teach that way. It is because when the students are given a text then being told the tenses they will confuse when the text is changed.)

P   : *Begitu. Berarti Ibu fokus ke grammar nggih?* (Ok. **It means that you focus on grammar?**)

GBI   : *Ya. Dan untuk writing memang kurang karena lebih ke reading sama speaking persiapan untuk UN.* (**Yes. I indeed do not teach writing sufficiently because I focus on reading and speaking for the National Exam preparation.***)

(Interview Transcript 1)

The problems were also revealed from the interview with the students and from the pre-test. During the interview, the students told the researcher that for writing they were only asked to rearrange sentences and make sentences based on pictures. They also said that they preferred doing exercises (Reading) instead of writing because it was difficult. Beside from

the interview with the English teacher and the students, the researcher also found the problem during the observation and pre-test. During the lesson, many students were busy talking to their friends or disturbing their friends.

During the pre-test, some of the students were late. The students also did not directly write when the researcher asked them to write. They kept talking to their friends. Although they already given some topics, they still confused of what they would write. There were also some students who needed special treatment. From the students' writings, the researcher found that some of the students only write some sentences and did not fulfil the requirement. There was a student who copied a text from a book. Some others had nearly the same writing. Some students used some words repeatedly. There were also mistakes in word choices. Their writings also had many mistakes in the punctuation, capitalization and the spelling.

2. The Selection of the Problems

There were many problems found in the field and it was impossible to solve all of them. Therefore, the researcher only took some problems to be solved. Since the focus of this research was improving the students writing ability, the problems selected by the researcher were:

a. Students' skill in developing ideas

b. Students' mastery of the organization of a recount text

c. Students' mastery of grammar

d. Students' mastery of vocabulary

e. Students' mastery of mechanics

3. Determining the Actions to Overcome the Problems

   After selecting the problems to overcome through the research, the researcher decided some actions to do to overcome those problems in order to improve the students' writing ability. The actions were:

   a. To attract the students' attention, the researcher would use mind mapping to teach writing. Picture and colours were assumed to be interesting enough for the students.

   b. Dealing with teaching writing, mind mapping was not only to attract the students' interest but also to help them in generating ideas. The researcher planned to introduce to the students the steps in writing namely planning, drafting, editing (revising) and final version. Mind mapping would help them in planning stage and also other steps.

   c. To improve the students' mastery of text organization, the researcher planned to present recount texts with mind mapping and to explain about text organization. Exercises of making paragraphs were also going to be made.

   d. To improve the students' mastery of vocabulary, the researcher would introduce some new words to the students. Mind mapping is believed to be effective in improving memory. The colours and pictures in mind mapping would help them in memorizing and recalling words. Therefore, the words that were introduced using mind mapping would be stored in the students' memory. The pictures would also help the students' imagination to find and to use various words.

e. Lastly, to improve the students' mastery of grammar and mechanics, the use of correct grammar and mechanic would be emphasized during the production of the writings.

B. Research Process

This part will describe the process of the research in the two cycles. The first cycle was in three meetings while the second one was in two meetings. Each cycle and each meeting are described below.

1. Cycle I

   a. Planning

      In the planning stage, the researcher made the lesson plans for three meetings which were rooted in the course grid. In the first meeting, she planned to re-explain recount texst; the social purpose, generic structure and language features. She would also explain the steps in writing; planning, drafting, editing (revising) and final version; and mind mapping; what is mind mapping and the use of mind mapping in writing. In the next two meetings, the researcher planned to always recall the students' knowledge on recount text and mind mapping. She also prepare some tasks such as writing paragraphs, developing unfinished text and writing a text based on a mind map. The students would start to make their own mind map in the second meeting.

      During the research, observations would be conducted. Therefore, observation checklists were prepared. To get more

information on the teaching and learning process, the researcher also designed some questions for the English teacher, collaborator and the students. The questions dealt with their comment on the teaching and learning process and also their expectation on the next meetings. The researcher also prepared the handout for the students.

b. Actions and Observation

In implementing the actions, the researcher worked collaboratively with the English teacher and another collaborator. During the actions, she acted as the teacher while the English teacher acted as the observer. The teacher sat at the back observing the teaching and learning process, completing the observation checklist and taking notes about everything happened during the classroom. The other collaborator also sat at the back observing the teaching and learning process, taking notes and sometimes taking pictures of the class. The first cycle was conducted in three meetings. Each meeting was described below.

1) First Meeting

The first meeting of cycle one was held on 1st May 2013. At this meeting, the researcher focused on re-explaining recount texts, explaining the steps in writing and mind mapping. After greeting the students, checking the students' attendance and leading prayer, she started the lesson by showing a recount text entitled *"Meeting a Star"*. She then guided the students to understand the text. She

asked "What is the text about?" and the students answered "Meeting a Star". After that, she read some sentences of the text and explained the text. The text was about the writers' experience meeting the vocalist of *D'massive*. Then, she showed the mind map of meeting a super star. The students seemed to be interested. They looked at the mind map seriously. The researcher asked the students "Do you find a relationship between the picture and the text before?" and the students answered "Yes". She explained that it was called mind mapping.

She then continued explaining that that were four stages in writing namely planning, drafting, editing (revising) and final product (version). The mind map would help them in planning stage and also other stages. She gave an explanation of what was mind mapping, the use of it and gave example of how to read the mind map. After that, she guided the students to identify the purpose, the generic structure and the language features of the text.

First, she asked the students "What is a recount text?" and the students answered "A text telling past experience". Then, she said "Yes, so the purpose of a recount text is to tell someone's past experience". Then she reminded the students the parts of a recount text. "In a recount text, we have orientation, sequence of events and then reorientation". Then she asked the students to examine the orientation, "What do we have in orientation?" and the students

responded by saying who, when and where. Then she asked the students the "when" and "where" in the orientation. She then asked the students the events and the writer's personal comment on his experience. Before moving to the next activity, she asked to the students if there was anything unclear and the students said that they got the explanation given.

Before moving to the next activity, she distributed the handout. After all of the students got the handout, she asked the students to look at task 1 which was to write paragraphs based on a mind map and clues given in pairs. She asked the students to read the instruction, then she explained to the students how to do the task before she asked them to do it. She walked around the class to check the students' works.

Some students directly did the task. However, there were also some students who still tried to understand the mind map and the clues. Some students checked their understanding by giving questions such as *"Miss, ini maksudnya penulisnya bangun terlambat karena jamnya rusak ya, Miss?"* ("Miss, these pictures mean the writer woke up late because the clock was broken right?") and *"Miss, ini penulisnya buru-buru dan tangannya keslomot kan?"* ("Miss, these mean the writer is in a hurry and burned his hand right?"). From the students' questions, the researcher

concluded that the students did not have difficulties in understanding the mind map.

There were also students who asked if they could make the sentences as they wish as long as the idea was the same. There were also those who asked if they could change the position of the clues, for example the clues were broken clock and woke up late, they asked if they could put the "wake up late" at the front. It seemed like the students were afraid of making mistake in ordering the words.

She then did the first sentence as an example for the students. Then, she asked the students to do the others. After a couple minutes, she asked one of the students to write down her work on the whiteboard and corrected her work. The time for the lesson that day was cut off since there was a ceremony in the morning. Therefore, the researcher speeded up the lesson. She did not finish task 1. The most important thing in doing task 1 was the students understanding of the mind map. Therefore, she asked the students to tell their understanding of the mind map and the students were able to read the mind map well.

She then guided the students to move to task 2 which was changing the form of the verbs into past form. Since the time was limited, the researcher guided the students to do the task orally. The students were able to change all of the verbs form. It seemed like

the students did not have problem with the past form of the verbs. Then, she gave the students chance to ask before moving to the next task. Since there was no questions, she moved to the last task which was making draft based on a mind map.

First, she asked the students what was the mind map about. The students were able to identify it. Then, she asked the students to start to write. The researcher walked around the class. Some students directly wrote the draft but there were also some students who are trying to understand the mind map. She then helped the students to read the mind map and wrote some words as clues of how would the text will be. The students' writings of task 3 supposed to be collected but before the students finished their writing, the bell was ringing. Therefore, she asked the students to do the task at home. She then said thank you and goodbye and ended the lesson. She left the classroom together with the English teacher and the collaborator.

From the first meeting the researcher found that the students already had good understanding of recount texts. They also knew how to write one. However, they were afraid of making mistakes. Therefore, they spent too much time in doubting. She also got an impression that the students were interested in mind mapping. When she showed a mind map and gave the handout, the students

seemed curious and discussed the mind map with their friends enthusiastically.

2) Second Meeting

The second meeting was conducted on 8th May 2013. She started the lesson by greeting the students, checking the attendance and leading a prayer. The she asked the homework of the last meeting. She checked some of the students' works. She explained some mistakes that the students made in their writing and how to correct them.

First, she explained how to write a tittle. Tittle could be written all in capital letters or all of the words except conjunction were began with capital letters. The second matter was the auxiliary verbs. Some students still did not change the form. She explained that they had to change the form into past and gave some examples. The third one was the use of dot and comma. A sentence must be ended by a dot and if they needed a comma, then they had to put it in the right place. Fourth, the students had to pay attention on the use of adjective. Adjective should be put in front of the noun being explained.

The last was the use of verb-ing. She wrote "My mother was cooking." and "My mother cooked.". Then, she asked the students the difference of the two sentences. The students seemed confused. Then, she explained the difference of the two sentences. After

listening to the researcher's explanation, the students seemed able to recall their knowledge of simple past and simple continues.

After discussing the common mistakes on the students' writings, she then asked the students experience on camping. She gave some questions such as "Did you ever go camping?, "When?" and "Where?". All of the students ever went camping. Then she explained that they were going to share their camping experience.

She showed a mind map of *"Camping in the Mountain".* From the interview that she had after the first teaching, she found out that some students still confused of how to read the mind map. Therefore, she explained of how to read the mind map again. The way of reading the mind map was just like a watch, from the right side to the left. However, they had to look at the central image first. It represented the topic. Then, they had to move to the right side of the mind map. For the branches on the right side, they had to read the upper branches first then moved down. For the branches on the left side, they had to read from the lower to the upper branches. They had to look at the mind map in a whole first then look at the details. When they read a line of branches, they had to write the sentence directly. Then, they moved to the next line. From the students' expressions and responds, it seemed like the students were not confused anymore. However, she wanted to make sure that they really understood. Therefore, she asked to the students whether they

had understood of how to read a mind map or still had difficulties. They said that they had understood.

Next, she explained that the way in making a mind map was the same. It started from drawing the central image and then branches in the right and in the left side. To make it easy, the first main branch was for orientation, the next main branches were for sequence of events and the last main branch was for reorientation. She asked the students if there was anything unclear. They said that it was clear enough for them.

She then moved to the text entitled "Camping in the Mountain". She asked the students to identify, the "who", "where", "when", "the events" and the "writer's personal comment". The students did not have difficulties in doing that. Therefore, she continued the lesson to do task 1. In task 1, the students were asked to develop a recount text entitled "Camping" based on the mind map in groups of four. First, she asked the students to make the groups and then explained of how to do the task. She walked around the class and looked at each group's work. Some of them were able to develop the text directly but some others still read the mind map. She pushed the groups that were left behind. She gave more guidance and helped them to read the mind map and to pour their ideas into sentences. For the groups that were already able to develop the text, she checked their writings and gave feedback.

The same as in the first meeting, there were some students who asked whether their understanding of the mind map was true or not. Some of them also asked for some vocabularies. They were confused of how to choose the right vocabulary. As has been known, there were some vocabularies that had the same meaning. However they were used in different contexts. The students were still had difficulties in realizing the contexts. She gave them explanation slowly so they would completely understand.

After doing task 1, the class moved to task 2. In task 2, the students were asked to draw a mind map and then write a recount text based on the mind map that they drew in pairs. The recount text was about one of the pairs' experience on camping. She gave the students 10 minutes to draw. Some students paid too much attention on the detail of their drawing and it made them needed much time to make the mind map. However, there were also some students who were able to draw the mind map quickly.

Ten minutes had passed. There were only five minutes left for the lesson. It was impossible to ask the students to write the recount texts, therefore, she made it as homework. She then asked the students to collect the homework of the last meeting. After that, she reminded the students to do the homework and their writing will be discussed in the next meeting. She said thank you and ended the lesson by saying goodbye.

3) Third Meeting

The third meeting was on 15th May 2013. On the second meeting, the students had homework. Therefore, before starting the lesson, the researcher asked for the students' homework. She checked the students' homework and took some of them. She showed them to the whole class. After that, she asked the students' last holiday. They said that they just stayed at home. She then told the students that that day they were going to share their past experience on their holiday.

After that, she asked the task in the last meeting which was drawing mapping. She asked whether it was difficult or not. They said it was quite easy. She indeed found that most of the students had no difficulties in making mind mapping. However, they spend too much time in drawing the mind map. Therefore, she explained to the students that they do not need to draw the mind map perfectly. The most important thing was that the mind map represent the ideas in their brain and readable. There were also some students who were still had difficulties in pouring their ideas into a mind map. She told them of how to make a mind map by drawing a mind map of her last holiday. While drawing the mind map, she also tried to keep the interaction with students. For example, when drawing a branch for eating, she asked the students what was their favourite food.

After finishing drawing the mind map, she then asked the students how many minutes she spent to draw the mind map. They said it was about 5 minutes. She then told them to draw their mind map that way. When they got an idea then drew it quickly without hesitating and drew it in a simple way. It would make them able to draw the mind map quickly. She also told them that mind map would be useful not only for writing in English but also for other matters for example personal problem solving.

After explaining the mind map, she then explained that they were going to draw a mind map and to write a recount text based on the mind map. She distributed a piece of paper to each student and asked them to draw their mind map of their holiday. She gave them 10 minutes. Some of the students were able to draw the mind map but there were some who still needed to be guided. However, all of the students show an improvement compared to the previous meeting.

Ten minutes had passed. She asked the students who ever had finished drawing their mind map were to write the text. For those who had not finished the mind map, she asked them to finish it quickly and then to write the text. While drawing the mind map and writing the texts, the students were enthusiastically asked. They asked whether they had drew the mind map correctly or not and whether the way they expressed their ideas was correct or not. She

walked around the class to check the students' works and to give help if they asked for it. After finishing the task, she then collected the students' writing. Since the time was already up, she directly said good bye and ended the lesson.

c. Reflection

Based on the observation conducted during the implementation in cycle 1, the overall the teaching and learning of writing ran well. In the first meeting, the students were asked to write paragraphs and a draft of a recount text based on mind map given. From the observation and interview with the collaborator and the students, the researcher found that the students still had difficulties in using *is, am* and *are*. They also had problems in ordering the words and using the appropriate words. She also found that some of the students still confused in reading the mind map. The following interview transcripts shows those problems.

K	: *Menarik. Ada warna-warnanya, ada gambarnya. Seru.* ***Tapi, siswa sudah tahu belum mengenai konsep mind mapping?*** (It was interesting. There were colors and pictures. **However, have the students knew the concept of mind mapping before?**)
P	: ***Dari interview, belum.*** (**From the interview, they haven't.**)
K	: *Nah itu.* ***Jadi menurutku konsep mind mapping itu harus dijelaskan dulu secara detail.*** *Karena kan banyak cabang-cabangnya, jadi biar siswa nggak bingung. Jadi misal, pertama dijelaskan, pertama liat gambar ditengah, terus alurnya dari sini kesini, tulis, setelah itu dari sini ke sini, tulis. Begitu.* ***Tadi masih ada beberapa siswa yang***

bingung. (That's it. **In my opinion, you have to explain the concept of mind mapping clearly**. It is to anticipate the students from confusion because there are many branches there. For example, first, you tell them that they have to look at the picture in the center, then move to this branch from this side to that side and write. After that, move to that branch. **There were still some students who were confuse of how to read the mind map.)**

Interview Transcript 6

P : *Ok. Ada yang lain yang ingin disampaikan?* (OK. Is there any something else?)

K : *O iya,* ***jadi menurutku, tadi kan dijelaskan mengenai past form dari am, is, are, itu lebih diperjelas lagi karena siswa yang dibelakang masih ada yang bingung***. (O yes. **I think you have to give more explanation about the past form of am, is and are because some students at the back were still confuse.**)

Interview Transcript 6

P : *Oke. Terus kemaren kan ada tugas ngerubah verb, terus buat kalimat sama buat draf, susah nggak?* (OK. Yesterday, you were asked to change verbs, to write paragraphs, and to write a draft. Did you find any difficulties?)

S2 : *Kalau yang merubah kata enggak Mbak. Soalnya udah disuruh ngapalin.* (I did not find any difficulties in changing the verbs because we had been asked to memorize them.)

S1 : ***Yang buat kalimatnya yang susah Mbak. Takut kebalik balik tadi. Terus bahasa Inggrisnya ini tu apa kaya gitu.*** *Nyari dikamusnya itu lho Mbak, susah. Kalau yang terakhir itu ngerti si Mbak itu ceritanya gimana tapi kemaren lagi mau nulis waktunya habis.* (**We found difficulties in making sentences. We were afraid of making mistake in ordering the words. We also had difficulties in finding the English words**. It was difficult to look for the words in the dictionary. For writing the draft, I knew what would I write but the time was up.)

Interview Transcript 8

P : *O gitu, oke. Terus kemaren kan ada tugas ngerubah verb, nulis kalimat sama buat draf. Susah nggak itu?* (OK. Yesterday there were some tasks, changing verbs, writing sentences and writing a draft. Were they difficult to do?)

> S1 : *Yang ngerubah verb enggak Mbak.* **Yang buat kalimat agak susah***. Ceritanya tahu tapi mau nulis dalam bahasa Inggrisnya itu lho Mbak susah.* **Terus milih katanya juga.** *Kalau yang terakhir itu bingung cari kata yang tepat.* (Changing verbs was easy but **making sentences was difficult.** I knew the story but to write the story in English was difficult. **Choosing the words was also difficult. I was confuse in choosing the appropriate words.)**
>
> Interview Transcript 11

From the interview and also from the students' writings, the researcher found that the students were still confused on how to put the words in the correct order to form sentences. They were also still confused of the use of *is, am,* and *are*. The students had good knowledge of the past forms of verbs but they forgot it when it came into writing full sentences. In short, they had difficulties in using past tense. Some of them did not change the verbs into past form. Some of them even used double verbs or past continues. They also had to improve their vocabulary mastery. Although they brought dictionary and used it during the teaching and learning process, they often had difficulties in choosing the appropriate words considering the contexts.

In the second meeting, the students were asked to develop a text based on a mind map. They also started to make a mind map by themselves and made a draft based on it. The students met the same problems as the first meeting which was ordering the words in a correct order. Some also had difficulties in changing the verbs. They knew the past form of the words but they were confused when they had to use the words in sentences. Some other still used double verbs and past

continues. They also had to improve their mastery of using mechanics. However, in this meeting, the students already had a full understanding of how to read a mind map. They were also able to make one. Although indeed, they spent too much time in making the mind map. Some of them also had to be guided. The following interview transcripts show the problem that the students met.

P	: *O ya? Sip deh….terus, tadi pas mengembangkan teks, ada kesulitan nggak?* (Really? OK. Then, today I ask you to develop text. Did you find any difficulties?)
S1	: ***Bingung ngerubah verbnya Mbak.* (I was confused of how to change the verb.)**
P	: *Merubah ke past form-nya?* (Was it changing the words into the past form?)
S1	: *Iya Mbak.* (Yes.)
S2	: *Kalau aku itu gampang Mbak, tapi **mau nyusun kata katanya jadi kalimat itu lho Mbak. Susah.*** (For me, it was easy but **it was difficult to arrange the words to form sentences.)**
S3	: *Iya Mbak.* (Yes, that's right.)
P	: *Oke, tapi kalau untuk menempatkan subject sama verb-nya bisa ya? Susahnya nyusun embel-embelnya itu?* (OK. You did not have problems with putting the subject and the verb, didn't you? You found problems in arranging the phrases, didn't you?)
S2, S3	: *Iya.* (Yes.)
P	: *Ok. Terus, **kemaren kan katanya masih agak bingung soal mind mappingnya. Sekarang sudah jelas belum?*** (OK. Next, in our first meeting you said that you were **still confused about the mind map. How about now?)**
S2, S3	: ***Sudah Mbak. Sudah jelas banget.* (I understand it now.)**
S1	: ***Iya Mbak. Kalau yang sebelumnya itu bingung tapi yang hari ini udah dong.* (Yes. I was confused before but today I got it.)**
	Interview Transcript 14

P	: *Terus, tadi pas mengembangkan teks, ada kesulitan nggak?* (Did you find any difficulties in doing the task today which is developing text?)

S1	: *Bingung nyusun katanya jadi kalimat Mbak.* **(I was confused of how to arrange the words to form sentences.)**
S2	: *Iya Mbak.* (Yes, that's right.)
S3	: *Aku juga gitu Mbak.* (It is the same with me.)
P	: *Oke. Terus,* **kemaren kan katanya masih agak bingung soal mind mappingnya. Sekarang sudah jelas belum? (OK. Then, in our previous meeting, you said that you were still confused about mind mapping. How about now?)**
S1, S2, S3:	***Sudah Mbak. Sudah jelas banget.* (Now, it is clear, very clear.)**

<div align="right">Interview Transcript 15</div>

In the third meeting, the students wrote a recount text. Before writing the recount text, they had to make the mind map first. In producing their writings they met nearly the same problems as in the previous meetings. However, they draw the mind map better than the previous meeting. Nearly most of the students made the mind map quickly. They were also able to fulfil the quantity requirement. There were some mistakes in their writings but their writings were better than before. There was a slight improvement on the writings. The students' behavior also changed. At first, it was difficult to make them write and focus on the lesson. However, time to time they got more serious and enthusiastic.

After conducting cycle I, there were some improvements on the students' writing dealing with the content, organization, vocabulary, language use and mechanics. Before the implementation, the students' writings were lack of details. Some of them were not well-organized. The students also made mistakes in choosing some words to be applied

in the sentences. Some words were also used repeatedly. They also had problems dealing with past tense. The verb were often still in the first form or past continues when it should be in simple past. Some students also did not use pronouns well. Some of the students also misspelled some words, did not write in good paragraphs, and did not use correct punctuation and mechanics.

After the implementation, they were able to give more detail though some of them miss the orientation or reorientation. Their writings also started to be cohesive. The ideas were clearly stated and supported. The students also started to be able to choose the appropriate words considering the context and using various words. Dealing with the language use, the use of past continues inappropriately reduced and there were only some irregular verbs that were not changed. The students also began to use pronouns in their writings. Some of the students were able to produce their writing in good paragraphs, to use the correct spelling, punctuation and capitalization. Some others still had problems in using the correct punctuation and capitalization.

After conducting cycle 1, the students still had problems in some aspects of writing. Therefore, the researcher and the English teacher decided to conduct cycle 2.

2. Cycle II

From the reflection of cycle 1, the researcher found that the students still had some problems in their writing especially related with the content, language use and mechanics. Therefore, in the second cycle, the researcher gave more attention to those problems.

a. Planning

In this stage, as in the previous cycle, the researcher made the lesson plans for each meeting. At the beginning of the two meetings, she planned to recall the students' knowledge of recount text and mind map. Besides that, in the first meeting, she were going to give back the students writings from the previous meeting and to give full feedback to the class and each students. She planned to ask the students to look for their mistakes and to correct them. Then, she planned to ask the students to write a draft of recount text and draw the mind map to implement what they had learnt. In the second meeting, the students would write a recount text and draw a mind map on the situation given.

The researcher also prepared the observation checklists and some questions for the English teacher, the collaborator and the students dealing with their comments on the teaching and learning process and also their expectations on the next meetings. The researcher also prepared the handout for the students.

b. Actions and Observation

In doing the actions, the researcher still acted as the teacher while the English teacher and the collaborator as the observer. Different from the cycle 1, cycle 2 was conducted in two meetings. Each meeting was described below.

1) First Meeting

The first meeting of Cycle II was held on 22nd May 2013. The researcher started the lesson that day by greeting the students, checking the students' attendance and leading a prayer. After that, she showed the students a mind map of "My Weekend" and a recount text in the same title. She then asked the students the purpose of the writer in writing the text and the parts of the text. She guided the students to identify how the writer conveyed his/her ideas in the orientation, sequence of events and reorientation. She explained how to pour a simple ideas into some sentences using the text. Then, she asked the students to identify the verbs and to identify the first form of the verbs. After that, she reviewed the way in creating mind mapping and developing a text based on the mind map to recall the students' knowledge on that. Next, she gave the students chance to ask if there was any question. The students said that so far everything was clear.

She then moved to the next activity. She distributed the students' writings from the previous meeting. She explained that

they were going to discuss the common mistakes that the students made in their writing and corrected them together. After that, the students would correct their own writing. After all of the students got their writings, she showed some sentences through the LCD. Then, she asked the students to identify the mistakes and to correct the sentences one by one. The mistakes that the students made were the use of punctuation (dot and comma), the use of conjunction (*and* and *but*), the writing of a.m. and p.m., the existence of incomplete sentences (sentences without subject or verb), the use of double verbs, the use of verb-ing, the existence of too many ideas in a sentence and confusing sentences.

The students identified the mistakes enthusiastically and corrected them quickly. However, indeed' there were some students who were busy with themselves. After looking at their mistakes and correcting them together, the students were asked to correct their own writings. The researcher walked around the class to help the students. She talked to the students one by one and showed her note for each student. Therefore, the students would know their individual mistakes. The students enthusiastically asked their writings, for example, *"Miss, ini nulisnya was prayed atau prayed yang bener?"* ("Miss, should I wrote was prayed or prayed?") and *"Miss, ini kenapa salah? Benarnya gimana?"* ("Miss, why was this one was wrong? How to correct it?"). Some students even

enthusiastically asked their mistakes and how to correct them even before the researcher came to them.

Then, she also explained on how to pour an idea into some sentences. For example, for breakfast, the students could explain what they ate, whether they like the food, and who cooked the food; for playing game, they could explained what was the game, whether the game was difficult or not, whether they won or lost, whether they often played it, and with whom they played it. She picked one of the students' writings and read it for the students to give an example.

In the previous meeting, the students spent too much time in drawing the mind map and some of the students still wrote the verbs in the first form in their writings. To anticipate those in the next writing activities, she explained again to the students that they did not need to draw their mind map perfectly. It was enough as long as the plot, the words, the pictures and the branches were clear. She also explained to use the same colour for a group of branches.

She also told them that the mind map was the framework of their writings. Therefore, when they wrote the text, they just needed to develop the text based on the mind map that they made. They did not need to think again. She also asked the students to write the verbs on the branches in past form. Therefore, it would be easier for them in writing the text. They did not need to think twice dealing

with the form of the verbs. Then, she asked if there was anything unclear. The students said that they understood what had been explained.

After finishing correcting their writings, the researcher asked the students to write a draft of a recount text at least 10 sentences based on a mind map in pairs. They supposed to collect their writings. However some of them were not able to finish their writings in time. Therefore, she made it as homework. She then reviewed the lesson and told students what they were going to do in the next meeting. She reminded the students to bring pencil colours and dictionaries. Then she said thank you and ended the lesson.

2) Second Meeting

The second meeting was conducted on 23rd May 2013. In the previous meeting, the students had learned how to write their experience or activities in their weekend in a better way. They had also learnt how to draw the mind map faster and how to use the time efficiently for example by writing the verbs in the mind map in past form. Therefore, in this meeting, they were asked to write a recount text telling their experience or activities on their weekend. They had to draw their mind map first. She distributed the paper to draw and the paper to write the text. After all of the students got the papers, she asked them to start drawing the mind map. She told them that

when the bell of the first hour of the lesson rang, they had to have finished their mind map. The next hour was for writing the text.

As expected, the students were able to draw the mind map faster than before. She walked around the class to check the students' works and to remind them to write the verbs in past form. She told the students that they who ever had finished their mind map could start writing the text. The same as in drawing the mind map, the students did the writing better than before. Most of them had more confidence and wrote faster. The researcher monitored the students. After the students finished their writings, she collected their writings. Then, she reviewed the lesson and said thank you which also ended the lesson.

c. Reflection

From the data gathered during Cycle II, the researcher found that there was no significant problems in this cycle. The students' mistakes were decreased. The students were able to develop the text, to organize the text, to use the correct and appropriate words, to use the correct tenses, pronouns, punctuation and capitalization. They were able to produce better writings because of mind mapping. Mind mapping helped them to generate their ideas, to keep their ideas, to arrange sentences, to learn new vocabularies, and to develop their writings. It helped them to understand text. From the interview with the students,

they said that it was easier to write with a mind map. The use of mind

map also made the teaching and learning process fun. It was useful for

the students to help them to write.

P	: *Gitu....terus* **mind mapping ngebantu kalian dalam menulis nggak? Kalau iya ngebantunya gimana?** (**OK. Did mind mappin help you to write? In what matters?**)
S1	: *Ngebantu Mbak, kalau ada ada kesalahan pas nulis terus liat mind mappingnya nanti jadi tau oh salah.* (**Yes, it did. By loking at the mind map, I would know when I made mistakes.**)
S2	: *Kalau aku* **ngebantu nyari inspirasi Mbak. Jadi lebih cepet.** (**It helped me to look for inspiration. My inspiration came faster.**)
	Mind mappingnya itu **memudahkan dalam menulis recount text.** (**Mind mapping made writing a recount text easy to do**).
S3	: *Iya, kalau* **pake mind mapping lebih mudah.** (Yes. **It was easier to write using mind mapping**).
	Interview Transcript 24

P	: *Sip....terus,* **mind mapping ngebantu kalian dalam menulis nggak? Kalau iya, ngebantunya gimana?** (**Ok. Then, did mind mapping help you in writing? How?**)
S1	: *Ngebantu nyusun kalimat.* (**It helped me in arranging sentences.**)
S3, S4	: *Ngebantu ngembangin cerita.* (**It helped us in developing text.**)
S5	: *Ide yang mau ditulis nggak hilang atau lupa Mbak.* (**The ideas that I wanted to write did not disappear or been forgotten.**)
S1	: *Pakai mind mapping nulis jadi mudah banget dan nambah ide.* (**Using mind mapping, writing became easy and it helped generating ideas.**)
S4	: *Iya Mbak.* **Dengan bantuan mind mapping jadi bisa nulis teks dengan lebih baik.** (**Yes. By using mind mapping, I was able to write better.**)
S5	: *Hu'um.* **Jadi lebih gampang, lebih mudah.** (**Yes. It was easier.**)
	Interview Transcript 26

It was a new thing for them. A new way of learning a text in English lesson. The colours and pictures attract their attention and interest. Because of those things, they got curious and were willing to learn more and more. The colours and the pictures on mind mapping motivated them to write. It also helped the students to be creative and to use their imagination in order to write better. The students had positive respond towards mind mapping. The interview with the students showed that they were happy to know mind mapping, to learn recount text and mind mapping. They got new knowledge and new way to learn which lead them to like writing, to like English. It was a nice experience for them.

After conducting cycle II, there was an improvement on the students' writing ability and the students' behaviour. They got more enthusiastic to write and they were able to follow and to focus on the lesson well. The improvement on the students' writing ability is proven by the students' writings that got better and the decrease of the mistakes that the students made after they got mind mapping. The students also felt the improvement by themselves. It is also supported by the writings scores. The students writing scores are presented in the appendix.

C. The Results of the Research

This part presents the qualitative and the quantitative data gathered during the research. The qualitative data are the general findings of the research

and the quantitative data are the writing scores of pre-test, cycle 1, cycle 2 and post-test. The general findings of implementing mind mapping in each cycle are described below.

1. Cycle I

    a. Dealing with content, some students were able to develop their writing adequately and relevant to the topic.

    b. Dealing with organization, the students were able to produce well-organized and cohesive text. The ideas were clearly stated and supported.

    c. Dealing with vocabulary, the students were able to use correct and appropriate words. Their vocabulary mastery was improved.

    d. Dealing with language use, some students were able to use correct tenses and pronouns.

    e. Dealing with mechanics, some students were able to use correct punctuation and capitalization.

2. Cycle II

    a. Dealing with content, the students were able to develop their writing adequately and relevant to the topic.

    b. Dealing with organization, the students were able to produce well-organized and cohesive text. The ideas were clearly stated and supported.

    c. Dealing with vocabulary, the students were able to use correct and appropriate words. Their vocabulary mastery was improved.

d. Dealing with language use, the students were able to use correct tenses.

e. Dealing with mechanics, the students were able to use correct punctuation and capitalization. They also did not misspell the words.

3. Students' Score

This part presents the discussion of the results of the students' score from pre-test, cycle 1, cycle 2, and post-test. The discussion deals with the mean of the students' score related to the five aspects of writing which are content, organization, vocabulary, language use and mechanics. The following tables present the mean score in the five aspects.

Table 3. The Students' Mean Score in Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	2.69	3.46	3.51	3.54

The students' mean score in content aspect increased after the actions during the implementation of mind mapping. The students gain score is 0.85. It is obtained by comparing the mean score in pre-test and post-test.

Table 4. The Students' Mean Score in Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	3.36	3.39	3.51	3.57

The table above shows the mean score of the organization aspect achieved by the students. In pre-test, the mean score is 3.36 and in post-test the mean score is 3.57. Therefore, the gain score is 0.21.

Table 5. The Students' Mean Score in Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	3.06	3.31	3.35	3.38

In vocabulary aspect, the students also make some improvements. In pre-test, the mean score is 3.06. After doing the actions in cycle 1, the mean score increased into 3.31. It continues increasing in cycle 2 in which the mean score is 3.35. In post-test, the mean score becomes 3.38. The gain score obtained is 0.32.

Table 6. The Students' Mean Score in Language Use Aspect

Component	Pre-test	Task 1	Task 2	Post-test
Language Use	2.56	2.62	2.92	3.46

The result of the mean score in language use aspect presented above in the table also shows significant improvement. In pre-test, the mean score is 2.56. It increases in cycle 1 in which the mean score is 2.62. The mean score after conducting cycle 2 is 2.92. In post-test, the mean score is 3.46. The gain score is 0.9.

Table 7. The Students' Mean Score in Mechanics Aspect

Component	Pre-test	Task 1	Task 2	Post-test
Mechanic	2.95	3.38	3.49	3.68

The table above presents the mean score in mechanics aspect. The mean score in pre-test is 2.95 and the mean score in post-test is 3.68. The gain score is 0.7. It shows that an improvement was able to be achieved in the mechanics aspect.

The overall improvements achieved by the students' of VIIID class at SMPN 2 Depok are presented in the following chart.

Chart 1. The Students' Mean Scores in the Five Aspects of Writing
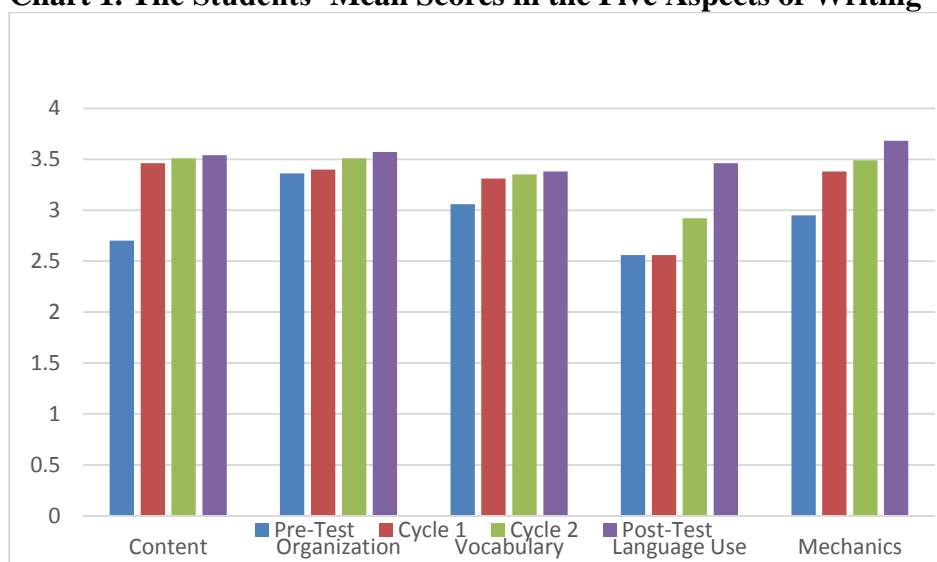
In reference to the discussion above, the students' writing ability improved in five aspects of writing which are content, organization, vocabulary, language use and mechanics. Here, the researcher also presents the general findings of the students' scores in five aspects of writing from pre-test, cycle 1, cycle 2, and post-test as follows.

Table 8. General Findings of the Students' Score from Pre-test, Cycle 1, Cycle 2 and Post test

Component	Pre-Test	Cycle 1	Cycle 2	Post-Test
Mean Score	14.62	16.16	16.78	17.63

The scores are obtained from the accumulation of the students' scores in all five aspects of writing in pre-test, cycle 1, cycle 2, and post-test. In the pre-test, the mean score is 14.62. It increases into 16.16 in cycle

1. In cycle 2, the mean score is 16.78. It is higher than cycle 1. It keeps increasing in post-test in which the mean score is 17.63. The gain from pre-test to post test is 3.01.

The following chart shows obvious improvements made by the students.

Chart 2. General Findings of the Students' Score from Pre-test, Cycle 1, Cycle 2 and Post test
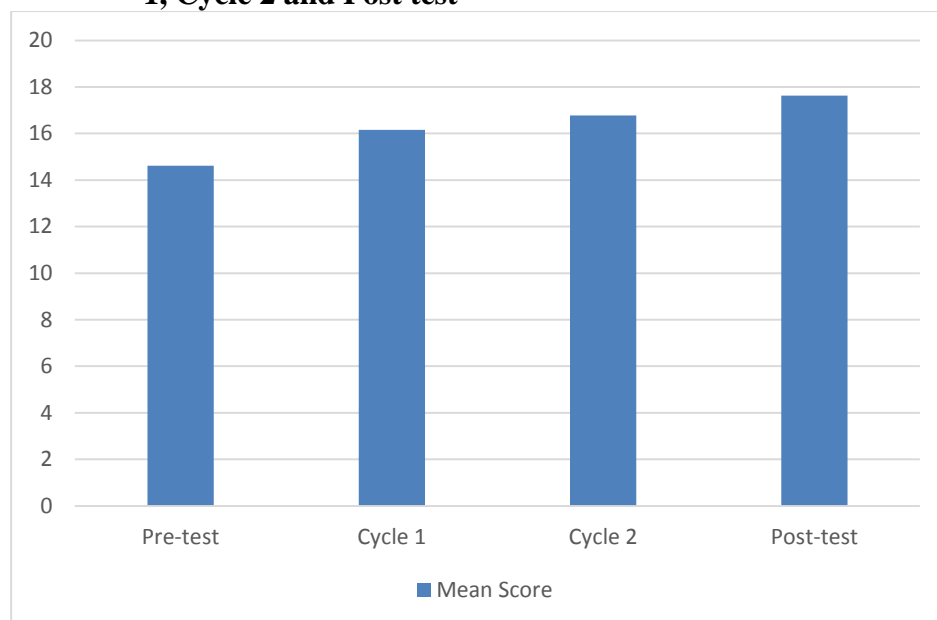
D. Discussion

The results of cycle 1 and cycle 2 of the research were analysed by the researcher. This section presents the analysis. The results of the research are analysed to know whether the use of mind mapping can improve the writing ability of grade VIII students at SMPN 2 Depok or not. At the beginning of the research, the researcher conducted observation, interview with the English teacher and the students, and pre-test to discover the problems that occured

during the teaching and learning of writing and then to determine the problems to be solved. The problems that were chosen by the researcher to be solved were the students' skills in developing ideas, the students' mastery of the organization of recount text, grammar, vocabulary and mechanics. To solve those problems, the researcher and the collaborator prepared some plans which were implemented in two cycles.

The first cycle showed that there were some improvements on the students writing ability and also there was a change on their behaviour toward the teaching and learning process after getting mind mapping. The students were able to write a text as required and the text was well-organized. However, some still missed some parts. Their vocabulary mastery also improved. They could use correct and appropriate words. They also used various and some new words. Some students were able to use correct grammar and to use pronouns in their writing. However, some other still had problems with past tense and did not employ many pronouns in their writings. It was the same with the use of correct punctuation and capitalization. Some were able to do that while some others still made mistakes.

The second cycle showed that there was an improvement on the aspects that still lacked in the first cycle. In this cycle the students were able to write the text in complete parts. They also used correct grammar and pronouns in their writings. In their writings, they also used correct punctuation and capitalization. Besides the improvement on the students writing, there was also an improvement on the students' behaviour. Time by time, they got more

serious during the lesson and enthusiastic to write. They were also motivated to write because of the existence of mind mapping.

From the explanation above, it can be concluded that the use of mind mapping can improve the writing ability of grade VIII students at SMPN 2 Depok. The actions conducted during the research could also improve the students' motivation and attention.

CHAPTER V
CONCLUSIONS, IMPLICATIONS AND SUGGESTION

In this chapter, the researcher presents three aspects. Those are conclusions, implications and suggestion. Each point is described as follows.

A. Conclusions

This research is action research. SMPN 2 Depok was chosen as the place to conduct the research. It began from April to July 2013. The participants involved in the research were 36 students of VIIID class SMPN 2 Depok, the English teacher, a collaborator and the researcher herself.

The research had acquired both qualitative and quantitative data related to the use of mind mapping in improving the writing ability of grade VIII students at SMPN 2 Depok. Based on the results of the data analysed in this research, the use of mind mapping was believed to be effective to improve the students' writing ability. Mind mapping helped the students in generating ideas, organizing texts and improving their vocabulary mastery. It also helped them to use correct grammar, punctuation and capitalization. The use of pictures and colours in mind mapping also attracted the students' attention and made them focus on the lesson.

During the first cycle, the researcher found that most of the students made improvements in some aspects such as organization and vocabulary. At first, it was difficult for the students to use mind mapping. However, they began to get full understanding of mind mapping in the second meeting. In the second cycle,

they were already familiar with mind mapping. The students also made considerable improvement in their writing. It could be seen from their writings.

During the meetings, they also showed positive response toward the teaching and learning process. The students were not reluctant to join the lesson and to do the tasks. Besides that, they enjoyed to have mind mapping in the writing class. It was because mind mapping gave them chances to use their imagination and to be creative. It was also a new way in learning writing. Therefore, they were motivated to learn.

The students' scores obtained from the accumulation of the scores in five aspects that the students' achieved in pre-test, cycle 1, cycle 2 and post-test also showed the effectiveness of mind mapping in improving the students' writing ability. The gain score from the pre-test to the post-test was 3.01. It means that the research was successful in making improvements.

From the facts above, it can be concluded that mind mapping was effective to improve the students' writing ability and attitude towards the teaching and learning process.

B. Implication

According to the conclusions above, the implementation of mind mapping helped the students in the writing process namely planning, drafting, revising (editing), and final version. It was also effective to improve the students' writing ability and attitude towards the teaching and learning process. It helped the students in generating their ideas easily and keeping their ideas in pictures and words. By using mind mapping, the students were also able to improve

their skills in organising a text. The students' vocabulary mastery was also improved. They were able to use various appropriate words in their writings. Besides that, they were also able to use correct grammar, punctuation and capitalisation. Moreover, the students had better attitude toward the English lesson.

The use of mind mapping in the writing class improved the students' motivation to learn. It also attracted their attention. Therefore, they were able to focus on the lesson. It implicates that mind mapping could be used to improve the writing ability of grade VIII students at SMPN 2 Depok.

C. Suggestion

After covering up the conclusions and implications of the research, the researcher has some suggestions for the English teacher and further researchers to be considered.

1. For the English Teacher

   For the English teacher, the researcher suggests to use mind mapping in teaching writing because it can solve the problems faced by the students. It improves the students' writing ability, motivation and attention.

2. For Further Researchers

   The use of mind mapping can improve the students' writing ability. Further researchers are recommended to use mind mapping on different grades of education to see the effectiveness of mind mapping in improving the students' writing ability. They may also conduct research on other genre of text.

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APPENDICES

A.   FIELD NOTES

FIELD NOTES

No.   : FN.01

Hari, Tanggal : Rabu, 13 Maret 2013

Tempat   : Lobi SMPN 2 Depok

Kegiatan   : Interview

Responden   : P   : Peneliti

               GBI   : Guru Bahasa Inggris

1	P datang ke sekolah pukul 08.45. P menuggu waktu istirahat untuk bertemu GBI di lobi SMPN 2 Depok.
2.	P bertemu dengan GBI pukul 09.00 dan mengutarakan maksud kedatangannya yaitu guna melakukan interview untuk mengumpulkan informasi terkait pembelajaran bahasa Inggris.
3.	P melakukan interview dengan GBI selama waktu istirahat. P menanyakan hal-hal terkait materi yag digunakan, kegiatan selama pelajaran menulis, serta maksud P untuk melakukan penelitian bertemakan meningkatkan kemampuan menulis siswa menggunakan *mind mapping*.
4.	P meminta izin untuk melakukan observasi pembelajaran di kelas keesokan harinya. GBI mengizinkan.
5.	P mohon pamit dan mengucapkan terimakasih.

No.   : FN.02

Hari, Tanggal : Kamis, 14 Maret 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Observasi

Responden   : P   : Peneliti

               GBI   : Guru Bahasa Inggris

               Ss   : Siswa-siswa

| 1. | P sampai di sekolah pukul 06.50 dan menuju kantor guru untuk bertemu dengan GBI. Saat bel masuk berbunyi, P dan GBI masuk ke ruang kelas. P duduk di barisan belakang untuk mengobservasi proses pembelajaran. |
| 2. | GBI mengawali pembelajaran dengan menyapa Ss kemudian mengecek kehadiran Ss. Kemudian salah satu siswa memimpin doa. |

3.	GBI mereview pembelajaran pada pertemuan sebelumnya. Ss mengatakan bahwa semuanya sudah jelas.
4.	GBI kemudian meminta Ss untuk membuka halaman pada LKS yang mana dijadikan PR. Beberapa Ss belum selesai mengerjakan PR yang diberikan.
5.	GBI menuntun Ss untuk mengoreksi pekerjaan mereka. GBI menunjuk Ss satu persatu untuk menjawab soal-soal yang ada. Awalnya Ss diminta untuk membaca soal atau teks yang ada kemudian ditanyakan artinya. Kemudian Ss memberikan jawaban soal yang ada.
6.	Jika ada kata yang sulit, GBI membahas arti dan atau sinonimnya pelan-pelan. Ss nampak tidak terlalu kesulitan.
7.	Selama pelajaran berlangsung, kebanyakan Ss nampak memperhatikan dengan serius. Namun, ada pula yang sibuk mengobrol dengan teman di sekitarnya. Hampir semua Ss membawa kamus dan menggunakannya selama pelajaran. Selama mengajar, GBI seskali menyelipkan candaan agar suasana tidak terlalu menegangkan.
8.	Setelah jam pelajaran hampir berakhir, GBI memberikan PR kepada Ss yaitu mengerjakan soal berikutnya di LKS.
9.	Setelah jam pelajaran usai, GBI menutup pelajaran. P dan GBI keluar dari kelas.
10.	GBI menuju kelas berikutnya dan P mohon pamit. Sebelumnya, P mengucapkan terimakasih telah diizinkan melakukan observasi.

No.   : FN.03

Hari, Tanggal : Rabu, 24 April 2013

Tempat   : Kantor Kepala Sekolah

Kegiatan   : Memberikan Surat Izin Penelitian

Responden   : P   : Peneliti

                 WKS : Wakil Kepala Sekolah

1	P sampai di sekolah pukul 07.00. Semua guru dan siswa sedang melakukan jalan sehat. Kepala sekolah dan wakil kepala sekolah juga turut serta. P diajak oleh beberapa guru yang tidak ikut jalan sehat untuk ikut sarapan bersama mereka sementara menunggu WKS.
2.	P kembali ke sekolah pukul 07.30. Siswa-siswa dan guru telah kembali ke sekolah.
3.	P menuju lobi sekolah. P melihat WKS sedang menyiram tanaman di depan kantor guru. P menyapa WKS dan menunggu WKS.
4.	Setelah selesai menyirami tanaman, WKS meminta P untuk masuk ke kantor WKS.

5.	P menjelaskan maksud kedatangannya ke sekolah. P menjelaskan bahwa P akan melaksanakan penelitian tindakan di bulan Mei. P telah mendiskusikan hal tersebut dengan guru bahasa Inggris kelas VIII. Pada kesempatan tersebut, P hendak memberikan surat izin penelitian dan proposal penelitian.
6.	WKS menanyakan apakah guru bahasa Inggris sudah menyetujui materi yang akan di gunakan. Kemudian WKS mengambil surat izin penelitian yang diberikan. WKS pergi ke kantor tata usaha untuk menyerahkan surat tersebut dan meminta P untuk menunggu.
7.	WKS kembali setelah beberapa saat. WKS kemudian menanyakan proposal penelitian P dan membacanya. P menjelaskan bahwa P akan melaksanakan penelitian tindakan. P bermaksud untuk meningkatkan kemampuan menulis siswa menggunakan *mind mapping*. P akan mengambil kelas VIIID sebagai subjek penelitian.
8.	WKS mengatakan bahwa kemampuan menulis siswa memang kurang. Mereka menemukan kesulitan dalam menyusun kalimat, mengeneralisasikan ide dan hanya menguasai sedikit kosa kata.
9.	P menanggapi pernyataan WKS dengan mengatakan bahwa kebanyakan pengajaran bahasa Inggris di SMP memang leih terfokus pada membaca dan berbicara. Akan tetapi, dalam kurikulum siswa dituntut untuk mampu menulis. Itulah mengapa P ingin meningkatkan kemampuan menulis siswa.
10.	WKS menunjukkan hasil TPM siswa dan juga peringkat sekolah seprovinsi dan kabupaten. P dan WKS berbincang-bincang mengenai hal tersebut.
11.	Setelah berdiskusi mengenai hasil TPM, WKS menyatakan bahwa WKS telah menerima surat izin dan proposal P. Untuk selanjutnya, P dipersilahkan untuk langsung menghubungi guru bahasa Inggris. P baru menemui WKS kembali jika penelitian telah selesai dilaksanakan.
12.	P mohon pamit dan meninggalkan sekolah pukul 08.00.

No.   : FN.04

Hari, Tanggal : Selasa, 30 April 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Pre-test

Responden : P   : Peneliti

               GBI : Guru Bahasa Inggris

               Ss   : Siswa-siswa

1	P sampai di sekolah pukul 08.00. Kelas di mulai pukul 08.00. P menunggu dan berbincang-bincang dengan siswa kelas IX yang datang ke sekolah untuk mengisi waktu.
2.	P masuk ke dalam kelas pukul 08.20 bersama dengan GBI. GBI mengecek kehadiran Ss lalu menjelaskan bahwa Ss akan belajar bersama P. GBI meminta P untuk masuk ke dalam kelas dan GBI kembali ke kantor.
3.	P menyapa Ss dan menanyakan apakah Ss masih mengingat pertemuan sebelumnya (Try-out). Ss merespon dengan antusias.
4.	P menjelaskan bahwa mereka akan melaksanakan hal yang sama dengan pertemuan sebelumnya yakni menuliskan pengalaman mereka minimal sepuluh kalimat dalam tiga paragraf. Ss dapat menuliskan pengalaman mereka saat liburan, pengalaman pertama terkait sesuatu, dan pengalaman tersebut dapat terjadi kapanpun di masa lalu. Waktu yang diberikan adalah sampai dengan 10 menit sebelum jam pelajaran bahasa Inggris berakhir. Saat jam istirahat, Ss dapat beristirahat namun perkerjaan mereka harus dikumpulkan dan diteruskan saat jam pelajaran berikutnya.
5.	P meminta Ss untuk meletakkan semua barang bawaan mereka kecuali pena dan kamus di dalam meja.
6.	P membagikan lembar kerja.
7.	P menjelaskan apa yang harus ditulis Ss pada tiap-tiap paragraf.
8.	P meminta SS untuk menulis secara individu.
9.	Ss menulis pengalaman mereka. Beberapa menulis dengan cepat. Namun ada pula yang masih bingung mengenai apa yang akan mereka tulis. P membantu Ss dengan memberikan dukungan dan pancingan. P membantu Ss megingat kembali pengalaman–pengalaman Ss. Beberapa Ss meminta bantuan P untuk menerjemahkan beberapa kata dan phrasa dalam bahasa Inggris. P meminta Ss untuk mencarinya di kamus. Jika tidak ditemukan, P meminta Ss untuk mencari sinonim kata tersebut. Ada pula beberapa Ss yang ribut.
10.	Saat jam istirahat, beberapa Ss ke kantin untuk membeli makanan dan minuman. Yang lain tetap di kelas melanjutkan menulis. Sambil memonitor

	Ss mengerjakan tugas yang diberikan, P menginterview beberapa Ss terkait pembelajaran bahasa Inggris.
11.	Waktu istirahat telah habis, Ss kembali ke dalam kelas dan meneruskan menulis. Beberapa bahkan telah selesai. P meminta Ss untuk mengumpulkan tulisan mereka. P meneruskan memonitor Ss. Beberapa Ss yang telah selesai meminta izin untuk membeli buku di koperasi, mengecek lapangan dan persiapan untuk upacara peringatan hari pendidikan nasional. P mengizinkan Ss.
12.	Ss menyelesaikan tulisan mereka sebelum waktu habis. Beberapa dapat menulis banyak namun ada yang hanya beberapa kalimat.
13.	P memanfaatkan waktu yang tersisa untuk berbincang-bincang dengan Ss mengenai bahasa Inggris, pelajaran bahasa Inggris, guru yang mengajar, dsb. Ketika waktu telah habis, P mengucapkan terimakasih dan meninggalkan kelas.

No.   : FN.05

Hari, Tanggal : Selasa, 30 April 2013

Tempat   : Lobi SMPN 2 Depok

Kegiatan   : Interview

Responden   : P   : Peneliti

                           GBI   : Guru Bahasa Inggris

1	P bertemu dengan GBI pada istirahat ke dua.
2.	GBI menanyakan jalannya pre-test serta kemampuan menulis siswa.
3.	P menjelaskan bahwa pre-test berjalan dengan baik. Beberapa siswa langsung menulis dan juga bagus tapi ada juga yang kurang. P kemudian menanyakan beberapa hal terkait pembelajaran *writing* seperti apakah siswa pernah diperkenalkan tahap-tahap menulis, kemampuan menulis siswa, kesulitan yang dihadapi siswa saat menulis, serta mengenai *mind mapping*.
4.	GBI menjelaskan bahwa siswa tidak pernah diperkenalkan tahap-tahap menulis. Kemampuan menulis siswa juga rata-rata, ada yang bagus dan ada yang kurang. Siswa juga kurang tertarik dengan kegiatan menulis. Mereka juga masih bingung mengenai ciri-ciri teks. Untuk *mind mapping*, GBI mengatakan bahwa GBI belum pernah menggunakan *mind mapping* dalam mengajar.
5.	Setelah berbincang-bincang dengan GBI, P mengucapkan terimakasih dan mohon pamit.

No.　　　　　　: FN.06

Hari, Tanggal : Rabu, 1 Mei 2013

Tempat　　　　: Ruang Kelas VIIID

Kegiatan　　　 : Cycle 1, Pertemuan 1

Responden　 : P　　: Peneliti

　　　　　　　GBI　: Guru Bahasa Inggris

　　　　　　　K　　 : Kolaborator

　　　　　　　Ss　　: Siswa-siswa

1	P sampai di sekolah pukul 07.00 bersama dengan K. Ss dan guru sedang melaksanakan upacara peringatan hari pendidikan nasional. P dan K menunggu di lobi sekolah.
2.	Pelajaran dimulai pukul 08.00. P dan K menunggu GBI dan segera menuju ke ruang kelas. GBI dan K duduk di barisan belakang.
3.	P menyapa Ss dan mengecek kehadiran Ss. Lalu, P meminta salah satu siswa untuk memimpin doa.
4.	P membahas tulisan Ss saat *pre-test* dan menjelaskan bahwa ada yang sudah bagus dan beberapa menulis mengenai kenangan yang tidak terlupakan. P kemudian menjelaskan bahwa Ss akan belajar menulis teks *recount* bertemakan kenangan yang tidak terlupakan.
5.	P menunjukkan sebuah teks berjudul "Meeting a Star" melalui LCD dan membimbing Ss untuk memahami teks tersebut. Lalu P menunjukkan sebuah *mind map* dan menanyakan Ss apakah ada hubungan antara teks dan *mind map* yang ditunjukkan.
6.	P menjelaskan tahap-tahap menulis dan *mind mapping* dapat membantu mereka dalam tahap-tahap tersebut.
7.	P menjelaskan pada Ss cara membaca *mind map* yang ditunjukkan. Lalu P membimbing Ss untuk mengidentifikasi tujuan, organisasi, dan ciri kebahasaan teks *recount*. P kemudian memberikan Ss kesempatan untuk bertanya jika ada yang kurang jelas.
8.	P meminta salah satu siswa untuk membagikan *hand out* dan meminta Ss untuk mengerjakan Task 1 yaitu menulis paragraf. P menjelaskan cara megerjakan Task tersebut terlebih dahulu. Beberapa Ss langsung mengerjakan namun ada pula yang mengecek apakah mereka benar dalam membaca *mind map* yang ada dengan menanyakan pengertian mereka pada P. Dari pertanyaan siswa, P dapat menyimpulkan bahwa rata-rata Ss tidak kesulitan membaca *mind map*. Ada pula yang bertanya apakah mereka dapat mebolak-balik petunjuk yang ada.
9.	Karena jam pelajaran di potong, P tidak menyelesaikan Task 1. Yang terpenting adalah Ss mampu membaca *mind map*.

10.	P membimbing Ss untuk mengerjakan Task 2 yaitu merubah *verb* menjadi bentuk kedua secara lisan. Ss mampu melakukannya dengan baik.
11.	P memberikan kesempatan pada Ss untuk bertanya jika ada yang belum jelas.
12.	P kemudian meminta Ss untuk mengerjakan Task 3 yang mana membuat draf berdasarkan *mind map*. Pertama, P meminta Ss untuk membaca *mind map* tersebut. Ss tidak mengalami kesulitan. Lalu Ss mulai menulis. P berkeliling kelas untuk memeriksa pekerjaan Ss. Ada Ss yang langsung menulis namun ada pula yang masih memahami *mind map* yang ada. P membantu Ss tersebut.
13.	Bel sudah berbunyi namun pekerjaan Ss belum selesai. P menjadikannya sebagai PR.
14.	P mengulas pelajaran hari itu secara singkat dan menjelaskan kegiatan pada pertemuan berikutnya. P lalu mengucapkan terimakasih dan mengakhiri pelajaran. P meninggalkan kelas bersama dengan GBI dan K.

No. : FN.07

Hari, Tanggal : Rabu, 1 Mei 2013

Tempat : Lobi SMPN 2 Depok

Kegiatan : Interview dengan GBI setelah pertemuan 1

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

1	P bertemu dengan GBI pukul 9.30 di lobi SMPN 2 Depok. P menanyakan komentar dan pendapat GBI mengenai pembelajaran yang baru saja dilaksanakan.
2.	GBI mengatakan bahwa penggunaan *mind mapping* dalam *writing* sangat membantu karena membantu siswa perpikir cepat, membantu imajinasi siswa dan membantu siswa merangkai kalimat. Gambar dan warna dalam *mind mapping* juga menarik perhatian siswa dan memotivasi siswa sehingga siswa jadi bersemangat untuk menulis. Namun, urutan dalam *mind map* lebih diperjelas lagi. Selain itu juga untuk mengenalkan lebih banyak kata.
3.	P menerima saran GBI dan mengucapkan terimakasih. P kemudian mohon pamit.

No.   : FN.08

Hari, Tanggal : Rabu, 8 Mei 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Cycle 1, Pertemuan 2

Responden   : P   : Peneliti

                GBI : Guru Bahasa Inggris

                K   : Kolaborator

                Ss   : Siswa-siswa

1	Saat P dan K sampai di kelas, GBI telah berada di sana. P kemudian menyapa GBI dan masuk ke dalam kelas. GBI dan K duduk di barisan belakang.
2.	Setelah mempersiapkan materi pembelajaran, P menyapa Ss, mengecek kehadiran Ss dan meminta Ss untuk mempersiapkan diri.
3.	P menanyakan pekerjaan rumah yang diberikan pada pertemuan sebelumnya. P mengecek berapa pekerjaan Ss dan menjelaskan kesalahan-kesalahan Ss yaitu penulisan judul, *verb* yang tidak di *past tense* kan, penggunaan titik dan koma, kata sifat dan *verb-ing*.
4.	P menanyakan pengalaman berkemah Ss. Kemudian P menjelaskan bahwa topik hari itu adalah berkemah.
5.	P menunjukkan *mind map* berjudul "Camping in the Mountain". Kemudian P menjelaskan cara membaca *mind map* dengan lebih detail karena berdasar interview setelah pertemuan 1, masih ada Ss yang bingung. Setelah menjelaskan, P menanyakan apakah masih ada yang bingung. Ss mengatakan bahwa mereka sudah mengerti.
6.	P kemudian menjelaskan cara membuat *mind map* yang mana hampir sama dengan tahap membaca mind map.
7.	Setelah membahas *mind mapping*, P menunjukkan teks dengan judul yang sama. P meminta Ss mengidentifikasi isi teks tersebut. Ss tidak mengalami kesulitan.
8.	P meminta siswa untuk mengerjakan Task 1 yaitu mengembangkan teks berdasarkan *mind map* secara berkelompok. Satu kelompok terdiri dari 4 orang. Beberapa kelompok langsung mengerjakan sementara yang lain masih membaca mind map yang ada. P mendorong kelompok yang tertinggal. P berjalan berkeliling mengecek pekerjaan setiap kelompok. Ss bertanya apakah pemahaman mereka akan *mind map* yang ada benar. Mereka juga menemui kesulitan dalam memilih kata terkait konteks yang ada. P memberikan penjelasan secara perlahan agar Ss sepenuhnya mengerti.

9.	Setelah mengerjakan Task 1, P membimbing siswa mengerjakan Task 2 yaitu membuat *mind map* dan menulis draf berdasar *mind map* tersebut. P memberikan waktu sepuluh menit untuk menggambar. Ss menghabiskan banyak waktu untuk menggambar. Ss terlalu memperhatikan detail gambar. Namun ada pula yang mampu menggambar dengan cepat.
10.	Jam pelajaran bahasa Inggris hampir habis. P meminta siswa untuk menulis teks di rumah. P kemudian meminta siswa untuk mengumpulkan tugas dari pertemuan sebelumnya.
11.	P mengingatkan agar siswa mengerjakan tugas yang diberikan. P kemudian mengulas pelajaran hari itu dan menjelaskan kegiatan pada pertemuan berikutnya.
12.	P mengucapkan terimakasih dan mengakhiri pelajaran.

No.   : FN.09

Hari, Tanggal : Rabu, 8 Mei 2013

Tempat   : Lobi SMPN 2 Depok

Kegiatan   : Interview dengan GBI setelah pertemuan 2

Responden   : P   : Peneliti

                 GBI   : Guru Bahasa Inggris

1	P bertemu dengan GBI pada istirahat pertama di lobi SMPN 2 Depok. P menanyakan komentar dan pendapat GBI mengenai pembelajaran yang baru saja dilaksanakan. P menanyakan apakah bimbingan yang diberikan pada kegiatan mengembangkan teks sudah cukup.
2.	GBI mengatakan bahwa bimbingan yang diberikan sudah cukup. P sudah menjelaskan dengan jelas.
3.	P kemudian menanyakan pendapat GBI mengenai minat siswa dalam menulis.
4.	Menurut GBI, siswa semakin bersemangat untuk menulis. GBI mengatakan bahwa saat GBI masuk ke kelas, Ss menanyakan keberadaan P.
5.	P lalu menanyakan saran GBI untuk pertemuan berikutnya.
6.	GBI mengatakan bahwa kegiatan kelompok saat pelajaran sudah bagus. P sudah memberikan bantuan dan mengecek Ss. Namun, jika ada kerja kelompok lagi, GBI menyarankan agar Ss segera diposisikan. GBI juga menyatakan bahwa preview untuk pertemuan berikutnya sudah bagus. Hal tersebut bisa untuk mengingatkan siswa. Semua kegiatan sudah tercakup dengan baik pada pertemuan kali ini.
7.	P menerima saran dari GBI dan mengucapkan terimakasih atas komentar, saran dan opini yang diberikan. P kemudian mohon pamit.

No.   : FN.10

Hari, Tanggal : Rabu, 15 Mei 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Cycle 1, Pertemuan 3

Responden   : P   : Peneliti

            Ss   : Siswa-siswa

1	P masuk ke kelas dan menyapa Ss. P kemudian mengecek kehadiran Ss dan meminta Ss untuk mengeluarkan pekerjaan rumah yang diberikan. P mengambil beberapa hasil kerja Ss dan menunjukkannya pada seluruh Ss.
2.	P kemudian menanyakan hari libur Ss. Ss mengatakan bahwa mereka hanya berada di rumah. P kemudian menjelaskan bahwa tema pada pertemuan tersebut adalah hari libur.
3.	Pada pertemuan sebelumnya, Ss diminta untuk membuat *mind map*. P menanyakan apakah hal tersebut sulit. Ss mengatakan membuat *mind map* tidak sulit. P memang menemukan kebanyakan Ss mampu membuat *mind map* dengan baik namun mereka menghabiskan terlalu banyak waktu. Karenanya, P menjelaskan kembali cara membuat mind map dengan menggambar *mind map* mengenai hari libur P.
4.	Setelah menjelaskan cara membuat mind map, P meminta Ss untuk kembali membuat *mind map* dan menulis teks berdasar *mind map* yang mereka buat. P memberikan waktu 10 menit untuk menggambar *mind map*. Masih ada beberapa yang perlu dibimbing perlahan. Namun, secara keseluruhan Ss mampu membuat *mind map* lebih baik dari pada sebelumnya. P meminta Ss yang sudah selesai menggambar *mind map* untuk segera menulis teksnya. Bagi yang belum, P meminta mereka untuk segera menyelesaikan *mind map* mereka.
5.	Sembari menggambar dan menulis, Ss aktif bertanya. Ss menanyakan apakah mereka menggambar *mind map*-nya dengan benar, apakah mereka mengekspresikan ide mereka dengan benar, dsb. P berjalan berkeliling kelas untuk mengecek pekerjaan siswa dan memberikan bantuan.
6.	Setelah selesai, P meminta siswa untuk mengumpulkan tulisan dan *mind map* mereka.
7.	P kemudian mengulas pelajaran hari itu dan menjelaskan kegiatan pada pertemuan selanjutnya.
8.	P mengucapkan terimakasih dan menutup pelajaran.

No.   : FN.11

Hari, Tanggal : Rabu, 22 Mei 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Cycle 2, Pertemuan 4

Responden : P   : Peneliti

              GBI : Guru Bahasa Inggris

              K   : Kolaborator

              Ss   : Siswa-siswa

1	P masuk ke dalam kelas bersama dengan GBI dan K. P menyapa Ss dan mengecek kehadiran Ss. Ada beberapa Ss yang terlambat. P kemudian meminta salah satu siswa untuk memimpin doa.
2.	P meminta Ss untuk mempersiapkan diri untuk belajar.
3.	P menanyakan akhir pekan Ss. P kemudian menjelaskan bahwa tulisan Ss mengenai akhir pekan masih belum memuaskan. Karenanya, tema pada pertemuan hari itu adalah akhir pekan.
4.	P menunjukkan teks dan *mind map* berjudul "My Weekend". P kemudian meminta Ss untuk mengidentifikasi tujuan dan bagian-bagian teks. P membimbing Ss menganalisis bagaimana penulis menuangkan idenya.
5.	P kemudian mereview cara membuat *mind map* dan mengembangkan teks berdasar *mind map*.
6.	P membagikan pekerjaan Ss dari pertemuan sebelumnya. P membimbing Ss untuk mencari dan membenarkan kesalahan yang ada dalam tulisan mereka. Ss berpartisipasi aktif dalm kegiatan ini. Walau memang ada yang sibuk berbicara dengan teman sebangku.
7.	P kemudian meminta siswa untuk memperbaiki tulisan mereka. P berjalan keliling kelas untuk dan menjelaskan kesalahan masing-masing siswa. Ss aktif bertanya terkait tulisan mereka.
8.	P selanjutnya menjelaskan bagaimana mendukung satu ide pokok dengan ide-ide pendukung lainnya. P mengambil salah satu pekerjaan siswa untuk dijadikan contoh.
9.	Setelah selesai memberbaiki tulisan mereka, P meminta Ss untuk membuat draf teks *recount* secara perpasangan. Karena waktu tidak mencukupi, P meminta Ss untuk mengerjakannya di rumah.
10.	P mereview pelajaran hari itu dan menjelaskan kegiatan di pertemuan berikutnya. P juga mengingatkan Ss untuk membawa pewarna dan kamus.
11.	P mengucapkan terimakasih dan mengakhiri pelajaran.

No.   : FN.12

Hari, Tanggal : Rabu, 22 Mei 2013

Tempat   : Lobi SMPN 2 Depok

Kegiatan   : Interview dengan GBI setelah pertemuan 4

Responden   : P   : Peneliti

                GBI : Guru Bahasa Inggris

                K   : Kolaborator

1	P bersama dengan K bertemu dengan GBI pada istirahat pertama di lobi SMPN 2 Depok. P menanyakan pendapat GBI mengenai pembelajaran yang baru saja dilaksanakan.
2.	GBI mengatakan bahwa pelajaran berjalan dengan lancar seperti biasa. Saat menjelaskan kesalahan siswa juga sudah bagus. Tapi siswa yang berada di belakang perlu lebih diperhatikan. K mendukung pendapat GBI tersebut.
3.	P menerima saran dari GBI dan K. P kemudian mohon pamit pada GBI.

No.   : FN.13

Hari, Tanggal : Kamis, 23 Mei 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Cycle 2, Pertemuan 5

Responden   : P   : Peneliti

                GBI : Guru Bahasa Inggris

                K   : Kolaborator

                Ss   : Siswa-siswa

1	P dan K sampai di sekolah pukul 07.45. P menunggu GBI untuk bersama-sama masuk ke dalam kelas. Setelah GBI datang, P, K dan GBI masuk ke dalam kelas bersama-sama.
2.	P menyapa dan mengecek kehadiran Ss. Semua Ss hadir. P kemudian meminta Ss untuk mempersipkan diri untuk belajar.
3.	P menjelaskan bahwa pada pertemuan tersebut temanya masih akhir pekan.

4.	Pada pertemuan sebelumnya Ss telah belajar menulis pengalaman mereka pada akhir pekan. Ss juga sudah belajar membuat *mind map* dengan lebih cepat. Oleh karena itu, pada pertemuan kali ini Ss diminta untuk menulis teks *recount* bertemakan akhir pekan. Ss harus membuat *mind map* terlebih dahulu.
5.	P membagikan lembar kerja Ss. Kemudian P meminta Ss untuk mulai membuat *mind map*. Saat bel jam pertama berakhir, Ss sudah harus menyelesaikan *mind map* mereka. Satu jam sisanya untuk menulis teks.
6.	Sebagaimana yang diharapkan, Ss mampu membuat *mind map* lebih cepat dari sebelumnya.
7.	P berjalan berkeliling kelas untuk mengecek pekerjaan siswa. Sebagaimana dengan membuat *mind mapping*, Ss juga lebih baik dalam hal menulis. Kebanyakan Ss memiliki kepercayaan diri yang cukup.
8.	Setelah selesai, P meminta Ss untuk mengumpulkan hasil pekerjaan mereka.
9.	P kemudian mereview pelajaran hari itu dan mengucapkan terimakasih serta menutup pelajaran.

No.　　　　　　: FN.14

Hari, Tanggal : Kamis, 23 Mei 2013

Tempat　　　　: Lobi SMPN 2 Depok

Kegiatan　　　: Interview dengan GBI setelah pertemuan 5

Responden　　: P　　: Peneliti

　　　　　　　　GBI　: Guru Bahasa Inggris

1	P bertemu dengan GBI pada istirahat kedua di lobi SMPN 2 Depok. P menanyakan pendapat GBI mengenai pembelajaran yang selama ini telah dilaksanakan.
2.	GBI berpendapat bahwa *mind mapping* sangat bagus untuk mengajar *writing*. *Mind mapping* membantu siswa berpikir dengan cepat dan membantu imajinasi siswa. Gambar dan warna pada *mind map* membuat siswa penasaran untuk belajar. Bahkan GBI menyatakan ingin menggunakan *mind mapping* untuk mengajar *writing* karena siswa terlihat tertarik dan bersemangat.
3.	P kemudian menanyakan pendapat GBI mengenai motivasi siswa untuk belajar selama jalannya penelitian.
4.	GBI mengatakan bahwa siswa semakin termotivasi. Terbukti dengan aktifnya siswa selama jam pelajaran. Selain motivasi, tulisan siswa juga meningkat. Siswa serius dalm mengerjakan tugas yang diberikan dan fokus.

5.	Setelah berbincang-bincang dengan GBI, P mengucapkan terimakasih dan berpamitan.

No.   : FN.15

Hari, Tanggal : Selasa, 28 Mei 2013

Tempat   : Ruang Kelas VIIID

Kegiatan   : Post-test

Responden   : P   : Peneliti

                Ss   : Siswa-siswa

1	P dan K sampai di sekolah pukul 07.45 dan langsung menuju ruang kelas.
2.	Sampai di ruang kelas, P menyapa dan mengecek kehadiran Ss. Semua Ss hadir. P kemudian meminta Ss untuk mempersipkan diri untuk belajar.
3.	P menjelaskan bahwa pada pertemuan tersebut Ss akan membuat *mind map* dan menulis teks berdasar *mind map* yang mereka buat seperti biasa. Namun, mereka bebas memilih tema yang mereka sukai.
4.	P membagikan lembar kerja untuk Ss. Kemudian P meminta siswa untuk mulai membuat *mind map* dan menyelesaikan secepatnya lalu segera menulis teksnya. Siswa membuat *mind map* dan menulis teks berdasar *mind map* dengan cepat dan serius.
5.	Ss mampu membuat mind map dan menulis teks lebih cepat dan lebih bagus dari pada sebelumnya.
6.	P berjalan berkeliling kelas untuk mengecek pekerjaan siswa.
7.	Setelah selesai, P meminta Ss untuk mengumpulkan hasil pekerjaan mereka.
8.	P kemudian mengucapkan terimakasih dan menutup pelajaran.

No.   : FN.16

Hari, Tanggal : Kamis, 18 Juli 2013

Tempat   : Lobi SMPN 2 Depok

Kegiatan   : Pamitan

Responden   : P   : Peneliti

             GBI   : Guru Bahasa Inggris

1	P sampai di sekolah pukul 08.45 dan menunggu waktu istirahat untuk bertemu dengan GBI.
2.	Saat bertemu dengan GBI, GBI menanyakan bagaimana perkembangan penulisan tugas akhir P.
3.	P menjelaskan bahwa semuanya berjalan dengan cukup lancar. P kemudian mengucapkan terimakasih atas semua bantuan dan bimbingan GBI selama ini. P berpamitan pada GBI sebagai tanda bahwa penelitian yang dilakukan telah selesai.
4.	GBI pun mengucapkan terimakasih dan mendoakan kelancaran perkuliahan P.

No.   : FN.17

Hari, Tanggal : Senin, 22 Juli 2013

Tempat   : SMPN 2 Depok

Kegiatan   : Pamitan

Responden   : P   : Peneliti

             WKS : Wakil Kepala Sekolah

1	P sampai di sekolah pukul 08.00. P segera menuju kantor WKS untuk berpamitan. Ternyata WKS sedang ada kegiatan. P menunggu di depan kantor dan berbincang-bincang dengan beberapa guru.
2.	Setelah beberapa saat, P bertemu dengan WKS. WKS menanyakan keberlangsungan penelitian yang dilaksanakan. P menjelaskan bahwa semuanya berjalan dengan lancar.
3.	WKS kemudian menyerahkan surat tanda pelaksanaan penelitian telah selesai. P pun mengucapkan terimakasih dan mohon pamit.

B. INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINE FOR TEACHER

A. Before Implementation

> Good morning/ afternoon, Ma'am. I am Lismawati, student from English Education Department, Yogyakarta State University. Thank you for your willingness to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with the activities in teaching writing, current writing teaching technique, material, students' writing ability, students' motivation, problems in writing and mind mapping.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Current writing teaching technique	2	1
3.	Material	3	1
4.	Students' writing ability	4	1
5.	Students' motivation	5	1
6.	Problems in writing	6	1
7.	Mind Mapping	7	1

Question Items

1. What kind of activities that you use in teaching writing?
2. Do you ever teach the students the steps in writing namely planning, drafting, editing and final version?
3. How do you explain the material to the students?
4. How is your opinion about the students' writing ability?
5. Do you think the students have high motivation in writing activities?
6. What kind of difficulties that you find in teaching writing?
7. Have you ever used Mind Mapping in teaching writing?

B. After Implementation

> Good morning/ afternoon, Ma'am. Thank you for sparing your time to do this interview. The interview will spend about 15 minutes. There will be seven questions dealing with your comments on my teaching and the students' motivation.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing	1, 2, 3, 5, 8, 9	6
2.	Students' motivation	6	1
3.	Students' writing	7	1
4.	Mind mapping	4	1

Question Items

1. How is your opinion about the use of mind mapping in teaching writing?
2. What are the strengths of mind mapping that you see help the students to write?
3. Does mind mapping help students to write?
4. What is your opinion about the students' response toward mind mapping?
5. Are the activities suitable for teaching writing to the students?
6. Do you think the students have high motivation in writing activities?
7. Do you think there is an improvement in the students' writing?
8. What aspects that have to be improved?
9. What do you expect in the next meeting?

INTERVIEW GUIDELINE FOR STUDENTS

A. Before Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 15 menit. Akan ada enam pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, motivasi Anda, masalah yang Anda temui dalam menulis dan *Mind Mapping*.

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	2	1
3.	Teaching-learning process	3	1
4.	Students' motivation	4	1
5.	Problems in writing	5	1
6.	Mind Mapping	6	1

Question Items

1. Kegiatan apa saja yang diberikan guru ketika pelajaran menulis?
2. Bagaimana pendapat Anda mengenai cara guru menyampaikan materi?
3. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?
4. Apakah Anda senang mengikuti kegiatan pembelajaran menulis? Kenapa?
5. Kesulitan apa yang Anda temui dalam menulis?
6. Apakah guru pernah menggunakan *mind mapping* dalam mengajarkan menulis?

B. After Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terima kasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 10 menit. Akan ada lima pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar mengajar di kelas, masalah yang Anda temui dalam menulis dan *Mind Mapping*.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	3	1
3.	Teaching-learning process	4, 7	2
4.	Problems in writing	2	1
5.	Mind Mapping	5, 6	2

Question Items

1. Apakah kegiatan menulis kali ini dapat diikuti dengan baik?

2. Apakah Anda menemukan kesulitan dalam menulis?

3. Bagaimana menurut Anda megenai cara guru menyampaikan materi? Apakah sudah jelas?

4. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?

5. Apakah *mind mapp*ing menarik?

6. Apakah penggunaan *mind mapping* dapat membantu Anda dalam menulis?

7. Apakah guru memberikan *feedback* dengan baik?

INTERVIEW GUIDELINE FOR COLLABORATOR

After Implementation

Good morning/ afternoon. Thank you for sparing your time to do this interview. The interview will spend about 10 minutes. There will be five questions dealing with your comments on my teaching and the students' motivation.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Comments on the teaching writing	1, 2, 3, 4	4
2.	Students' motivation	5	1

Question Items

1. How is your opinion about the use of mind mapping in teaching writing?
2. What are the strengths of mind mapping that you see help the students to write?
3. Does mind mapping help students to write?
4. Are the activities suitable for teaching writing to the students?
5. Do you think the students have high motivation in writing activities?

INTERVIEW TRANSCRIPT 1

Rabu, 13 Maret 2013, pukul 09.00
Lobi SMP N 2 Depok
P   : Peneliti
GBI   : Guru Bahasa Inggris

P   : Selamat pagi, Bu.
GBI   : Mbak Lisma, ya?
P   : Iya, Bu.
GBI   : Disini nggak papa?
P   : Tidak apa-apa, Bu.
GBI   : Bagaimana?
P   : Begini Bu, saya semester lalu KKN PPL disini dan sudah ngobrol-
            ngobrol dengan Pak Harno bahwa saya akan penelitian disini. Hanya saja
            kebetulan waktu PPL saya masuk kelas tiga sementara untuk penelitian
            kan kelas satu atau dua. Saya berencana untuk mengambil kelas dua jadi
            saya tidak begitu tahu mengenai pembelajaran bahasa Inggris di kelas dua.
            Sudah sempat ngobrol-ngobrol dengan siswa kelas dua, tapi agar valid
            saya juga ingin menanyakan beberapa hal pada Ibu.
GBI   : O ya monggo.
P   : Begini Bu, di kelas bahasa Inggris buku-buku yang dipakai apa saja ya,
            Bu?
GBI   : Kalau buku saya mengunakan *Let's talk* dan LKS IOS. Kebetulan
            keduanya klop Mbak. Nyambung, jadi saya gunakan.
P   : O nggih, terus untuk penyampaian materinya sendiri bagaimana, Bu?
GBI   : Biasanya kalau masuk kelas begitu mengulas pertemuan sebelumnya
            terlebih dahulu. Kalau seumpama ada yang kurang jelas ya dibahas. Kalau
            sudah jelas ya sudah lanjut ke materi berikutnya. Materinya saya urutkan
            sesuai unit di buku.
P   : Ummmm….kalau khusus mengajar *writing* bagaimana, Bu? Siswa-
            siswa diajarkan khusus menulis begitu tidak, Bu? Misal menulis paragraf
            atau teks begitu, Bu.
GBI   : Wah nggak, Mbak. Saya nggak ada waktu untuk ngoreksinya. Karena
            kan kalau siswa disuruh mengerjakan sesuatu pasti nanti ditagih, sudah
            diteliti belum Bu, nilainya berapa. Itu lho Mbak yang saya nggak bisa.
P   : O nggih, berarti kalau berkaitan dengan *writing* biasanya aktifitasnya
            apa Bu?
GBI   : Biasanya *rearranging sentences*, terus membuat kalimat sesuai gambar.
            Yang ada di buku. Jadi misal pertama dikasih gambar ini terus dibuat
            kalimat, terus dikasih gambar lagi, tulis kalimat lagi. Jadi kalimatnya
            pisah-pisah begitu, Mbak. Dan anak-anak itu kalau diminta menulis agak
            susah karena kan kalau *reading* terbiasa tinggal nyusun ya, Mbak. Jadi

kalau disuruh nulis sendiri itu susah. Saya juga beda dengan pengawas pendidikan. Kalau mereka kan *contextual*, saya tidak. Karena kalau dikasih teks begitu terus dikasih tahu *tenses*-nya ini, nanti ganti gitu pada bingung mbak.

P : Begitu. Berarti Ibu fokus ke *grammar* nggih?

GBI : Ya. Dan untuk *writing* memang kurang karena lebih ke *reading* sama *speaking* persiapan untuk UN.

P : O nggih. Ya itu Bu, saya bermaksud untuk meningkatkan kemampuan menulis siswa. Karena kan salah satu tujuan dari mengajar bahasa Inggris di SMP dalam kurikulum kan siswa dapat menulis begitu nggih. Jadi, walaupun sedikit, saya ingin agar siswa punya bekal pengetahuan dan pengalaman menulis. Jadi siswa tahu, o begini tho caranya nulis. Begitu. Dan saya mau menggunakan *mind mapping*, Bu.

GBI : O iya bagus itu. Kalau saya ya itu tadi, Mbak. Nggak punya waktu untuk ngoreksi hasil kerjaan siswa.

P : Nggih, Bu. Kiranya itu saja. Terimakasih Bu. O nggih Bu, boleh ikut masuk kelas mboten Bu?

GBI : Boleh, monggo, tapi tinggal satu jam, nanti kelas berikutnya untuk latihan mengerjakan soal.

P : Nggih, mboten nopo-nopo, Bu, satu jam.

GBI : Ya sudah kalau begitu, mari.

INTERVIEW TRANSCRIPT 2

Selasa, 30 April 2013, Pukul 11.15
Lobi SMP N 2 Depok
P   : Peneliti
GBI   : Guru Bahasa Inggris

P : Selamat siang, Bu.

GBI : Nggih, Mbak. Bagaimana tadi pre-test nya? Anak-anaknya lumayan tho?

R : Iya Bu, beberapa langsung menulis dan bisa banyak juga bagus.

GBI : Tapi ada juga yang agak kurang memang.

P : Nggih Bu. Ummm…begini Bu, beberapa waktu lalu saya sudah sempat bertanya-tanya mengenai pembelajaran bahasa Inggris. Ini ada beberapa hal lagi yang ingin saya tanyakan Bu.

GBI : O iya silahkan.

P : Begini Bu, kemaren kan Ibu mengatakan bahwa untuk *writing* biasanya mengerjakan yang ada di buku paket dan LKS nggih Bu? Ngisi titik-titik, nyusun kalimat dan membuat kalimat berdasarkan gambar. Berarti tidak pernah diajarkan tahap-tahap menulis seperti *planning, drafting, editing*, dan *final product* begitu ya Bu?

GBI   : Kalau *writing* adanya ya seperti itu tadi, Mbak.

P   : Baik, Bu. Lalu, menurut Ibu kemampuan menulis anak-anak kelas VIIID sendiri bagaimana, Bu?

GBI   : Kalau secara umum ya rata-rata, Mbak. Karena ada yang bagus, tapi ada juga yang masih kurang. Jadi kalau mau dibilang bagus juga ada yang kurang, tapi kalau mau dibilang kurang juga ada yang sudah bagus. Jadi ya rata-rata itu, Mbak.

P   : Kalau minat siswa sendiri bagaimana, Bu? Maksud saya dalam hal menulis, siswa aktif tidak, Bu?

GBI   : Agak sudah mbak. Kalau disuruh menulis itu pasti bilang, "Wooo..mbok nggak usah Bu, ngerjain soal wae". Begitu Mbak. Kadang bikin kesal juga.

P   : Begitu nggih, Bu? Tadi di kelas juga begitu si, Bu. Ada yang bilang, Mbak aku dikasih soal aja, ngerjain soal aja.

GBI   : Ya begitulah, Mbak, anak-anak.

P   : Itu dari siswa, Bu, kalau Ibu sendiri kesulitan yang ditemui saat mengajarkan *writing* dulu Ibu mengatakan salah satunya mengenai waktunya nggih Bu, waktu untuk ngoreksi kerjaan siswa.

BGI   : Ya. Jadi misal *writing* gitu ya Mbak, hasil tulisan siswa itu baru saya teliti satu bulan kemudian itupun hanya satu kelas.

P   : Saking banyaknya siswa kelas VIII nggih, Bu?

GBI   : Ya itulah, Mbak, kenapa tidak saya ajarkan khusus *writing*. Tidak sempat ngoreksinya.

P   : Kesulitan lain apa, Bu? Mungkin kesulitan yang dihadapi siswa dalam menulis yang Ibu lihat apa? Maksud saya, dalam mengisi titik-titik tadi, menyusun kalimat, dan menulis kalimat berdasarkan gambar apakah siswa mendapat kesulitan misal tidak tau arti kata tertentu begitu Bu.

GBI   : Kalau kata-kata sepertinya tidak terlalu ya Mbak. Karena sering saya latih, terus mereka membawa kamus juga. Yang rajin-rajin itu terutama, kalu ada yang tidak tahu langsung buka kamus cepet. Tapi kalau yang males-males itu kamus ya cuma ditaruh diatas meja. Dan bawanya juga yang kecil-kecil.

P   : *Pocket* kamus nggih, Bu?

GBI   : Ya itu. Dan kalau saya panggil terus saya tanya ini artinya apa begitu baru buka kamus dan baru bilang, Bu di kamus ku nggak ada. Nyebeli beneran kalau begitu. Terus itu Mbak, masih bingung soal ciri-ciri teks. Misal *recount* atau *procedure* itu kan ada *first* dan sebagainya. Mereka paling, "Loh, habis ini kok ini". Sering masih bingung seperti itu.

R   : O nggih baik, Bu. Kalau m*ind mapping* sendiri Ibu sudah pernah menggunakan?

GBI   : Sudah, di buku itu kan banyak, Mbak.

P   : Bentuknya pripun Bu?

GBI   : Ya gambar acak itu terus nanti diurutkan lalu buat kalimat.

P   : Ooo..kalau itu berarti lebih ke *picture series* nggih, Bu?

GBI   : Ya seperti itu tadi, Mbak.

P   : Baik, Bu, itu saja. Terimakasih atas waktunya.

GBI   : Iya sama-sama.

INTERVIEW TRANSCRIPT 3

Selasa, 30 April 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Rima
S2   : Navi
S3   : Elsa

P   : Halo. Boleh tanya-tanya sebentar?
S1   : Boleh Mbak. Tanya apa?
R   : Tentang bahasa Inggris aja. Kenalan dulu deh. Namanya siapa?
S1   : Rima.
S2   : Navi
S3   : Aku Elsa Mbak.
S1   : Opo e Sa……
R   : Yang pertama, kalau ngajar *writing* gitu biasanya Bu Kristin ngajarnya
             gimana? Maksudnya pernah nggak diajar khusus nulis gitu?
S1   : Jarang, Mbak. Jarang ya?
S2, S3 : Hu'um. Jarang, Mbak.
R   : Gitu. Biasanya ngapain aja kalau pelajaran bahsa Inggris?
S1   : Ngerjain soal.
R   : Ngerjain soal? Di buku atau LKS gitu?
S1, S2, S3 : Iya.
R   : Terus kalau di LKS gitu biasanya ada bagian *writing* kan? Misal nyusun
             kata, nyusun kalimat. Dikerjain nggak?
S2   : Iya. Dikerjain Mbak.
R   : Terus gurunya kalau nyampein materi gimana? Maksudnya, hari itu mau
             belajar apa, gimana, itu dijelasin nggak?
S1   : Iya dijelasin.
R   : Terus?
S1   : Nyatet. Abis itu dikasih soal.
R   : Ok. Enak nggak diajar, Bu Kristin?
S1   : Enak. Lucu, Mbak.
R   : Terus kalau yang bagian nulis-nulis gitu ada kesulitan nggak?
S2   : Ada Mbak, nggak tau itu maksudnya apa.
S1   : Bingung urutannya juga.
R   : Ok. Terus kan tadi Mbak suruh nulis *recount text*. Susah nggak? Mungkin
             bingung mau nulis apa…
S2   : Nah itu, Mbak.
R   : Gitu. Yang lain? Kalau kata yang sesuai terus ngurutin kalimatnya,
             pertama ini terus abis itu ini, gitu bingung nggak?
S1   : Lumayan, Mbak.
R   : Kalau *tenses*?
S1   : Enggak Mbak, udah diajarin sama Bu Kristin.

R   : Terus kalau kata gitu, kan ada *regular irregular*, bingung nggak?

S1   : Nggak, Mbak, kan disuruh ngapalin sama Bu Kristin.

S2   : Iya, Mbak.

R   : O gitu….Bu Kristin pernah pake *mind mapping* nggak? Jadi ini, ada gambar ditengah terus ada caang-cabangnya….

S1   : Oh pernah tapi kata. Misal kata apa terus yang berhubungan apa gitu.

R   : O gitu, kata tapi ya nggak ada gambarnya.

S2   : Iya.

R   : Oke deh. Thank you.

S1, S2, S3: You're welcome.

INTERVIEW TRANSCRIPT 4

Selasa, 30 April 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Vira
S2   : Ana
S3   : Maula

R   : Hai. Boleh tanya-tanya sebentar…..?

S1   : Boleh Mbak, sini, Mbak. Mau Tanya apa, Mbak?

R   : Tentang pelajaran bahasa Inggris aja. Pernah nggak diajar khusus nulis sama Bu Kristin? Maksudnya misal nyusun kalimat, buat kalimat atau buat paragraf.

S1   : Pernah, Mbak.

R   : Apa? Nulis paragraph atau kalimat?

S2   : Kalimat, Mbak. Terus ngerjain soal di buku. Terus disuruh nulis di depan.

R   : O gitu. Kalau nyampein materi gimana? Hari ini mau belajar apa, gimana gimananya gitu dijelasin nggak?

S1   : Dijelasin.

R   : Penjelasannya jelas nggak?

S1   : Jelas Mbak, jelas banget.

R   : Kelasnya nyenengin nggak?

S1, S2 : Seneng.

R   : Ibunya lucu ya?

S3   : Iya, Mbak.

R   : Terus kalau ngisi titik-titik, nyusun kalimat itu ada kesulitan nggak?

S3   : Kadang iya kadang enggak.

R   : Kesulitannya apa?

S1   : Kadang nggak tau arti kalimatnya itu apa, Mbak.

R   : Um…terus tadi kan Mbak suruh nulis, ada kesulitan nggak? Mungkin milih katanya, nyusun kalimatnya.

S2   : Nyusun kalimatnya Mbak. Suka kebalik balik.

R   : Kalau *tenses*-nya?

S1   : Enggak Mbak, udah diajarin sama Bu Kristin.
R   : OK. Terus Bu Kristin pernah pakai *mind mapping* nggak?
S1   : *Mind mapping* apa yo Mbak?
R   : Jadi kaya gini, ditengah ada gambar terus ada cabang-cabangnya.
S1   : Oh iya Mbak, itu, kalau yang keluarga itu lho Mbak.
R   : *Family tree*?
S1, S2, S3: Iya.
R   : Itu aja?
S1   : Iya.
R   : Ok deh. Thank you.
S1, S2, S3: You're Welcome.

INTERVIEW TRANSCRIPT 5

Selasa, 30 April 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Aldri
S2   : Irvan
S3   : Tama

P   : Biasanya kalau ngajar gitu pernah nggak diajar khusus nulis sama Bu
          Kristin?
S1   : Um…..
P   : Misal nulis kalimat, nulis paragraf?
S1   : Sering. Suruh nulis di papan tulis.
P   : Pake buku?
S1   : Iya.
P   : Jadi ambil dari buku terus dikerjain terus disuruh nulis di depan?
S1, S2, S3 : Iya.
P   : Terus, Bu Kristin biasanya kalau nyampein materi gimana?
S1   : Nggak berbelit-belit. Langsung biasanya.
P   : Maksudnya langsung dijelasin hari ini mau belajar apa, gitu?
S1, S2 : Iya.
P   : Jelas ya berarti nyampein materinya?
S1   : Jelas.
P   : Nyenengin nggak kelasnya?
S2   : Kadang-kadang seneng, kadang-kadang nggak. Haha.
P   : Nggaknya kenapa?
S2   : Apa ya?
S1   : Lucu menarik nggak menegangkan.
S2   : Suka cerita.
P   : Suka cerita apa?
S1, S2, : Pengalamannya.
P   : O gitu. Sering sharing ya Ibunya?

S1, S2, S3 : Iya.
P : Terus, kalau nulis gitu, nulis kalimat, dan lain-lain, seneng nggak? Suruh nulis lah pokoknya, seneng nggak?
S1 : Kadang-kadang bosen. Tapi suka ganti-ganti juga. Nanti *reading*, terus *speaking*.
P : Oke. Terus pas nulis kalimat, paragraf, terus Mbak kan pernah nyuruh nulis juga, ada kesulitan nggak?
S1 : Nempatin katanya.
P : Maksudnya, kata ini di sini, ini disana, nata katanya biar jadi kalimat, kaya gitu?
S1 : Iya.
P : Oke, kalau nyusun kalimat gitu?
S1 : Nggak, nggak susah kalau itu.
P : Terus…kan Mbak suruh kalian nulis teks *recount*. Susah nggak?
S1 : Enggak. Kan udah sering baca.
P : O gitu, jadi sudah sering baca, jadi udah tahu ya apa aja yang ditulis, gimana nulisnya?
S1 : Iya.
P : Oke. Bu Kristin pernah pake *mind mapping* nggak?
S1, S2, S3: Apa itu Mbak?
P : Jadi kaya gini, ada gambar ditengah, terus nanti ada cabang-cabang, ada gambar lagi sama tulisan.
S1 : Pernah. Ada dibuku banyak.
P : Bentuknya kaya gimana?
S1 : Biasanya misal kata ini terus yang berhubungan apa. Gitu. Sama yang keluarga itu.
P : *Family tree?*
S1, S2, S3: Iya.
P : Oke. Itu aja, makasih.

INTERVIEW TRANSCRIPT 6

Kamis, 1 Mei 2013, Pukul 09.00
Lobi SMP N 2 Depok
P : Peneliti
K : Kolaborator

P : Jadi, menurutmu bagaimana tadi penggunaan *mind mapping* dalam mengajar *writing*?
K : Menarik. Ada warna-warnanya, ada gambarnya. Seru. Tapi, siswa sudah tahu belum mengenai konsep *mind mapping*?
P : Dari interview, belum.
K : Nah itu. Jadi menurutku konsep *mind mapping* itu harus dijelaskan dulu secara detail. Karena kan banyak cabang-cabangnya, jadi biar siswa nggak bingung. Jadi misal, pertama dijelaskan, pertama liat gambar ditengah,

terus alurnya dari sini kesini, tulis, setelah itu dari sini ke sini, tulis. Begitu. Tadi masih ada beberapa siswa yang bingung.

P : OK, berarti penjelasan mengenai *mind mapping* ditambah dan diperinci ya?

K : Iya.

P : Berarti, kelebihan dari *mind mapping* yang menolong siswa dalam menulis warna dan gambar tadi ya?

K : Iya. Jadi karna ada warna dan gambar siswa jadi semangat dan tertarik.

P : Jadi, kesimpulannya, *mind mapping* menolong siswa untuk menulis ya?

K : Yup.

P : Kalau aktifitas-aktifitasnya sendiri sudah sesuai belum untuk mengajarkan menulis pada siswa.

K : Sudah.

P : Menurutmu, apakah siswa terlihat aktif dan tertarik untuk menulis.

K : Iya, jadi kan tadi banyak yang bertanya kan? Itu bukti kalau mereka tertarik untuk nulis.

P : Ok. Ada yang lain yang ingin disampaikan?

K : O iya, jadi menurutku, tadi kan dijelaskan mengenai *past form* dari *am, is, are*, itu lebih diperjelas lagi karena siswa yang dibelakang masih ada yang bingung. Terus tadikan kamu tanya ke siswa, ini *past form*-nya apa? Menurutku, kalau ada suara sayup-sayup dibelakang direspon, o iya kamu, begitu. Jadi siswa lebih dilibatkan lagi.

P : Ok. Ada lagi?

K : Um….siswanya ada yang pinter tapi ada juga yang nyentrik ya? Menurutku tadi kamu sudah benar, jadi siswa yang nyentrik tadi kamu kasih perhatian lebih. Karena kan apapun itu dari siswa tetap harus direspon. Terus tadi yang tugas kedua nggak diselesaikan ya? Cuma dua nomor yang dibahas?

P : Iya, soalnya kan jamnya dipotong, jadi ngejar waktu. Sudah ada yang dikurangipun tetep masih kurang waktunya. Dan yang penting tadi siswa jelas maksudnya tugasnya apa dan mereka harus gimana.

K : Iya si, cepet banget tadi waktunya. Mending tugas nggak selesai dari pada siswa nggak jelas. O iya, tadi kan siswa ditawari maju agak susah ya, ditunjuk aja.

P : O iya, hu'um. Ada yang lain?

K : Umm….itu aja.

P : OK, terimakasih.

INTERVIEW TRANSCRIPT 7

Kamis, 1 Mei 2013, Pukul 09.30
Lobi SMP N 2 Depok
P   : Peneliti
GBI   : Guru Bahasa Inggris

P   : Selamat siang, Bu.
GBI   : Ya.
P   : Ini, Bu, ada beberapa hal yang ingin saya tanyakan terkait waktu saya mengajar tadi. Yang pertama, penggunaan *mind mapping* dalam mengajarkan *writing* bagaimana, Bu?
GBI   : Bagus. Sangat membantu sekali ya? Terutama dalam tahap *planning* ya? Itu kan sudah ada urutannya ya? Ada kata-katanya juga itu sangat membantu sekali. Tapi itu Mbak, mungkin urutannya lebih diperjelas lagi. Tadi kan ada yang agak susah dipahami. Jadi diatas ada perjalanannya 5 menit, tapi di bawah ada berangkat jam 9. Yang atas maksudnya general statement ya? Tapi, mungkin akan lebih mudah bagi siswa kalau berangkatnya diatas sampe ditempat jam berapa terus baru itu perjalanannya berapa menit begitu.
P   : O nggih.
GBI   : Itu sudah sangat bagus sekali untuk membantu siswa berpikir dengan cepat. Kalau saya biasanya pakai kata. Tapi ya itu, siswanya yang susah kalau disuruh nulis. Yang mengerjakan ya mengerjakan yang tidak ya rame sendiri. Untuk kata-kata siswa tidak ada masalah ya, karena dari kelas satu sudah saya latih. Perminggu begitu saya suruh menghapal 15 kata, bentuk pertama, kedua dan ketiga lalu nanti saya test. Dan untuk mempermudah biasanya saya buat cerita, misal fell, jadi fell in love, dst.
P   : Berarti aspek dari mind mapping yang membantu siswa dalam menulis adalah adanya petunjuk mengenai urutan atau alur cerita kemudian ada bekal kata itu nggih Bu?
GBI   : Iya.
P   : Jadi, *mind mapping* ini membantu siswa untuk menulis nggih Bu?
GBI   : Iya. Itu membantu imajinasi siswa. Terus membantu merangkai kalimat juga karena sudah ada urutannya tadi. Urutannya sudah tersusun. Susahnya mungkin karena ini kan teks *recount*, pengalaman pribadi, jadi tidak semua siswa mengalami pengalaman itu ya? Jadi itu kan pengalamannya orang lain, jadi siswa harus mengikuti alurnya yang punya cerita. Tapi bagusnya adalah siswa tahu apa yang harus ditulis. Terus ada warna dan gambar itu sangat membantu sekali. Siswa kan jadi penasaran, kok ada warna-warna ada gambar apa si ini? Begitu.
P   : Untuk aktifitasnya tadi, ada merubah bentuk *verb*, menulis kalimat dan membuat draft, menurut Ibu sudah sesuai belum untuk mengajarkan writing?
GBI   : Sudah. Sudah pas.
P   : Kemudian, menurut Ibu siswa termotivasi tidak Bu untuk menulis?

GBI   : Iya, tadi kan banyak yang bertanya ya? Dengan adanya gambar dan warna kan siswa jadi penasaran, ingin tahu terus bertanya. Mereka kan jadi tergoda untuk menulis karena tertarik dengan gambar dan warna yang ada.

P   : Hal-hal yang perlu ditingkatkan atau saran untuk pertemuan berikutnya apa Bu?

GBI   : Ummmm…katanya mungkin ya Mbak? Tadi kan sudah ada katanya, itu sangat membantu sekali. Siswa kan jadi nggak bingung, ini katanya yang pas apa. Begitu. Jadi mungkin lebih ditambah lagi biar siswa bisa lebih memilih.

P   : O iya. Baik Bu. Kalu begitu, itu saja, terimakasih.

GBI   : Ya sama-sama.

INTERVIEW TRANSCRIPT 8

Jumat, 2 Mei 2013
Ruang Kelas VIII D
P   : Peneliti
S1   : Ana
S2   : Maula

P   : Halo. Mbak mau tanya-tanya dikit soal pas Mbak ngajar kemaren ni. Bisa?

S1   : Iya Mbak.

P   : Kemaren kan Mbak masuk kelas ngajar ya? Pelajarannya bisa diikuti nggak? Mungkin apa kecepetan, apa nyampein materinya kurang jelas atau gimana gitu?

S2   : Nggak cepet-cepet banget kok Mbak.

S1, S2 : Bisa diikuti kok, Mbak.

P   : Terus kemaren kan ada tugas nulis paragraf sama draf. Susah nggak?

S1   : Susah Mbak, soalnya aku belum dong itu gimana.

S2   : Klo aku takut kebalik-balik, Mbak. Kan kemaren ada kata-kata yang disediain itu lho Mbak, apa ya kemaren itu…

P   : Kemaren ada missal *broken clock* sama *wake up late*.

S2   : Ya itu Mbak, takut kebalik antara yang *broken clock* sama *wake up late*.

P   : O gitu. Sebenarnya itu dibalik-balik boleh lho. Berarti kemaren ngejelasinnya kurang ya? Oke. Terus kemaren Mbak nyampein materinya, tentang teks *recount* sama *mind mapping* jelas nggak? Dapet nggak apa yang Mbak jelasin?

S1   : Jelas Mbak. Jadi sebenarnya itu ngerti tapi mau nulisnya itu lho Mbak, susah.

S2   : Terus kan udah dikasih ada kata-kata itu ya Mbak, jadi ngak bingung mau nulis apa. Tapi nulis kalimat penuhnya itu masih susah. Ngerti mau nulis apa tapi ya gitu deh Mbak.

P   : Oke oke. Um…..terus…kemaren belajar pake *mind mapping* gitu seneng

nggak? Ada gambar-gambar, warna-warna gitu?

S2 : Seneng.

S1 : Seneng, Mbak, soalnya beda, nggak kaya biasanya.

S2 : Iya suka. Ma'am juga jarang kasih yang ada gambar-gambar gitu.

P : Umm….gitu….selanjutnya, sebelumnya kan pernah Mbak suruh nulis ya? Tapi kan langsung nulis. Tapi kemaren kan Mbak kasih *mind mapping* dulu. Nah, *mind mapping*-nya itu ngebantu kalian untuk nulis nggak?

S2 : Ngebantu, kan ada petunjuknya terus ada kata-katanya ada gambar gambarnya juga. Jadi tau oh ini gini, gitu Mbak.

S1 : Tapi masih takut kebalik-balik itu, Mbak. Agak bingung.

P : Oke. Terus kemaren kan ada tugas ngerubah *verb*, terus buat paragraf sama buat draf, susah nggak?

S2 : Kalau yang merubah kata enggak Mbak. Soalnya udah disuruh ngapalin.

S1 : Yang buat kalimatnya yang susah Mbak. Takut kebalik-balik tadi. Terus bahasa Inggrisnya ini tu apa kaya gitu. Nyari dikamusnya itu lho Mbak, susah. Kalau yang terakhir itu ngerti si Mbak itu ceritanya gimana tapi kemaren lagi mau nulis waktunya habis.

P : Gitu. Iya si ya. Kemaren cepet banget. Kayanya Mbak masuknya jam 8 jam 9 udah bel aja. Oke deh. Itu aja. Makasih.

S1, S2 : Sama-sama.

INTERVIEW TRANSCRIPT 9

Jumat, 2 Mei 2013
Ruang Kelas VIII D
P   : Peneliti
S1   : Suci
S2   : Salma
S3   : Titi

P : Mbak mau tanya-tanya sebentar ki. Ayo duduk sini.

S1 : Apa Mbak?

P : Kemaren pas Mbak ngajar, pelajarannya bisa diikuti nggak? Apa kecepetan apa ngebingungin gitu?

S2 : Bisa, nggak kecepetan kok Mbak.

S1 : Lumayan Mbak.

P : Um….kemaren kan ada tugas-tugas nulis, ada ngerubah bentuk *verb* ada nulis paragraf, ada buat draf, itu susah nggak?

S2 : Yang ngerubah *verb* gampang karena sudah suruh ngapalin. Tapi ada yang lupa juga si.

S1 : Lumayan susah.

S3 : Bahasa Inggrisnya itu tahu Mbak. Tapi nggabungin katanya jadi kalimat itu lho Mbak usah.

P : Nyusun katanya jadi kalimat gitu ya?

S3   : Iya. Terus masih bingung juga cabang-cabangnya.

S2   : Masih bingung urutannya Mbak.

S1   : Kalo aku, jalurnya tahu tapi mau nulis ke bahasa Inggrisnya itu susah.

P   : Oke. Kalau buat Salma sama Titi berarti Mbak ngejelasinnya kurang ya? Terus kalau nyampein materinya jelas nggak. Maksudnya pas Mbak ngejelasin tentang teks *recount* sama *mind mapping* jelas nggak?

S1, S2 : Jelas.

S3   : Kemaren kan Mbak e juga abis ngejelasin pake bahasa Inggris terus dijelasin pake bahasa Indonesia. Jadi ngerti.

P   : Oke.

S1   : Iya Mbak, jangan pake bahasa Inggris terus. Kaya Ma'am gitu.

P   : Ya ya….. terus belajar pake *mind mapping* gitu seneng nggak? Suka nggak?

S1   : Suka.

P   : *Mind mapping*-nya ngebantu kalian nulis nggak?

S1, S2 : Ngebantu.

S1   : Ada jalurnya itu lho Mbak, jadi gampang.

P   : Oke. Gitu aja, makasih.

S1, S2, S3 : Sama-sama.

INTERVIEW TRANSCRIPT 10

Jumat, 2 Mei 2013
Ruang Kelas VIII D
P   : Peneliti
S1   : Calvin
S2   : Febri

P   : Abis pada jajan ya?

S1   : Yoi, Mbak.

P   : Nobrol-ngobrol sebentar dong. Duduk sini. Kemaren kan Mbak ngajar. Pelajarannya bisa diikuti nggak?

S1   : Bisa.

S2   : Bisa.

P   : Terus kemaren kan ada tugas ngerubah *verb*, ada nulis paragraf terus buat draf. Susah nggak?

S1   : Susah Mbak. Ngerti maksudnya tapi mau nulis ke bahasa Inggrisnya itu susah.

S2   : Kemaren pas ngoreksi yang *verb* itu kecepetan Mbak. Aku ketinggalan.

P   : O gitu, ya ya. Terus, kemaren Mbak nyampein materinya jelas nggak? Maksudnya pas mbak ngejelasin soal teks *recount* sama *mind mapping* jelas nggak?

S1   : Jelas.

S2   : Sedikit-sedikit.

P   : Selanjutnya. Belajar pakai *mind mapping* gitu seneng nggak?

S2   : Nyenengin. Ada gambarnya tapi agak bingung. Cabang-cabangnya itu.
P   : Oke. Terus *mind mapping*-nya itu ngebantu kalian buat nulis nggak?
S2   : Mayan. Gambarnya nolong.
P   : Oke. Terimakasih.
S1, S2 : Sip Mbak.

INTERVIEW TRANSCRIPT 11

Jumat, 2 Mei 2013
Ruang Kelas VIII D
P   : Peneliti
S   : Abi

S   : Mbak.
P   : Ei, sini dong, Mbak mau tanya-tanya sebentar.
S   : Apa Mbak?
P   : Kemaren kan Mbak ngajar ya? Pelajarannya bisa diikuti nggak? Kecepetan atau ngebingungin nggak?
S   : Bisa diikuti kok Mbak. Tapi agak kecepetan.
P   : O gitu, oke. Terus kemaren kan ada tugas ngerubah *verb*, buat paragraf sama buat draf. Susah nggak itu?
S1   : Yang ngerubah *verb* enggak Mbak. Yang buat paragraf agak susah. Ceritanya tahu tapi mau nulis dalam bahasa Inggrisnya itu lho Mbak susah. Terus milih katanya juga. Kalau yang terakhir itu bingung cari kata yang tepat.
P   : Terus penjelasan Mbak mengenai teks *recount* sama *mind mapping* jelas nggak?
S   : Jelas.
P   : Belajar pake *mind mapping* gitu seneng nggak?
S   : Nyenengin tapi agak bingung Mbak. Cabang-cabangnya itu.
P   : Um….berarti *mind mapping* itu ngebantu kamu buat nulis nggak?
S   : Ngebantu tapi cabangnya masih bingung Mbak. Cara bacanya itu lho Mbak.
P   : O gitu. Oke-oke. Itu aja. Makasih ya?
S   : Iya Mbak.

INTERVIEW TRANSCRIPT 12

Jumat, 8 Mei 2013
Lobi SMP N 2 Depok
P   : Peneliti
K   : Kolaborator

P   : Setelah pengajaran yang kedua ini, bagaimana pendapatmu mengenai penggunaan *mind mapping* untuk mengajarkan *writing*?

K   : Lebih efektif dari cara yang konvensioanal. Biasanya guru hanya menjelaskan begini-begini, ditulis. Tapi kalau *mind mapping* kan pake fisual dan urutannya juga jelas. Jadi lebih efektif.

P   : Pada pertemuan sebelumnya kan kamu mengatakan kelebihan *mind mapping* yang menolong siswa dalam menulis adalah warna dan gambar berarti disini tambah adanya urutan yang jelas juga ya?

K   : Iya. Karena kan, anak-anak yang masih dalam tahap awal menulis membutuhkan bimbingan yang jelas. Pertama begini, terus begini, dst. Dan *mind mapping* memberikan itu. O iya, siswa tadi diminta untuk membuat *mind mapping* sendiri ya? Menurutku mungkin akah lebih membantu kalau siswa diberikan contoh yang sederhana. Karenakan *mind mapping* yang ditunjukkan sudah jadi dan bagus. Jadi perlu diberikan contoh sederhana, misal kamu menggambar di depan begitu.

P   : Ok. Lalu untuk aktifitas-aktifitasnya tadi, ada mengembangkan teks sudah sesuai belum untuk mengajarkan writing?

K   : Sudah.

P   : Ada koreksi atau yang kurang begitu? Misal *guiding*-nya.

K   : Sudah cukup kok.

P   : Ok. Terus kalau siswa sendiri menurutmu apakah punya minat yang tinggi dalam berpartisipasi dalam kegiatan menulis.

K   : Ya. Tapi menurutku sama seperti kemaren, siswa perlu lebih dilibatkan.

P   : Ok. Terimakasih.

K   : Sama-sama.

INTERVIEW TRANSCRIPT 13

Jumat, 8 Mei 2013
Lobi SMP N 2 Depok
P   : Peneliti
GBI   : Guru Bahasa Inggris

P   : Selamat siang Bu.

GBI   : Ya. Bagaimana?

P   : Iya, ini mau tanya-tanya sedikit Bu, mengenai pembelajaran tadi. Um….pertama untuk aktifitasnya tadi Bu, ada mengembangkan teks. Menurut Ibu apakah *guiding*-nya sudah cukup atau masih kurang?

GBI : Sudah. Sudah cukup ya, karena kan tadi sudah dijelaskan juga ini begini begini.

P : Lalu, menurut Ibu, bagaimana minat siswa hari ini terhadap kegiatan menulis?

GBI : Siswa sudah semakin semangat untuk menulis ya Mbak. Karena tadi pagi pas saya masuk siswa langsung tanya, Mbak Lisma mana? Jadi siswa-siswa sudah pada nunggu.

P : Iya to Bu? Kemudian, aspek yang perlu ditingkatkan atau saran untuk pertemuan berikutnya nopo Bu?

GBI : Tadi yang diskusi kelompok itu sudah bagus. Mbak Lisma sudah muter memberikan bantuan dan mengecek siswa. Mungkin kalau ada kerja kelompok lagi, siswa langsung disuruh mengatur tempat duduknya. Karena kan tadi ada yang tidak langsung membalik kursinya jadi duduknya nggak enak ya Mbak ya.

P : O iya Bu.

GBI : Tadi preview untuk pertemuan berikutnya juga sudah bagus. Itu kan juga bisa sekalian untuk mengingatkan siswa. Tadi sudah tercakup semua kegiatannya.

P : O nggih. Begitu saja Bu, terimakasih.

GBI : Ya, sama-sama.

INTERVIEW TRANSCRIPT 14

Jumat, 8 Mei 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Dhea
S2   : Ika
S3   : Indit

P   : Siang….

S1, S2, S3, : Siang Mbak.

P   : Mbak mau tanya-tanya sedikit dong….

S1   : Kaya kemaren ya Mbak?

P   : Betul. Duduk sini. Jadi, gimana tadi? Pelajarannya bisa diikuti nggak?

S2, S3 : Bisa.

S1   : Bisa mbak, lebih baik dari yang kemaren.

P   : O ya? Sip deh….terus, tadi pas mengembangkan teks, ada kesulitan nggak?

S1   : Bingung ngerubah *verb*-nya Mbak.

P   : Merubah ke *past form*-nya?

S1   : Iya Mbak.

S2   : Kalau aku itu gampang Mbak, tapi mau nyusun kata-katanya jadi kalimat itu lho Mbak. Susah.

S3   : Iya Mbak.

P   : Oke, tapi kalau untuk menempatkan *subject* sama *verb*-nya bisa ya? Susahnya nyusun embel-embelnya itu?

S2, S3 : Iya.

P   : Ok. Terus, kemaren kan katanya masih agak bingung soal mind mappingnya. Sekarang sudah jelas belum?

S2, S3 : Sudah Mbak. Sudah jelas banget.

S1   : Iya Mbak. Kalau yang sebelumnya itu bingung tapi kalau yang hari ini udah dong.

P   : Oke. Selanjutnya, *mind mapping*-nya ngebantu kalian nulis nggak?

S3, S2 : Mbantu.

S2   : Kan udah ada kata sama gambarnya Mbak. Terus misal nggak tau katanya itu apa kan bisa liat gambarnya.

S1   : Iya Mbak.

P   : Oke. Itu aja, makasih.

S1, S2, S3 : Sama-sama, Mbak.

INTERVIEW TRANSCRIPT 15

Jumat, 8 Mei 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Suci
S2   : Titi
S3   : Nita

P   : Siang….

S1, S2, S3, : Siang Mbak.

P   : Mbak mau tanya-tanya sedikit dong….

S1   : Kaya kemaren ya Mbak?

P   : Tau aja. Duduk sini. Jadi, tadi pelajarannya bisa diikuti nggak?

S1, S2, S3: Bisa.

P   : Terus, tadi pas mengembangkan teks, ada kesulitan nggak?

S1   : Bingung nyusun katanya jadi kalimat Mbak.

S2   : Iya Mbak.

S3   : Aku juga gitu Mbak.

P   : Oke.

S2, S3 : Iya.

P   : Ok. Terus, kemaren kan katanya masih agak bingung soal *mind mapping*. Sekarang sudah jelas belum?

S1, S2, S3: Sudah Mbak. Sudah jelas banget.

P   : Oke. Itu aja, makasih.

S1, S2, S3 : Sama-sama, Mbak.

INTERVIEW TRANSCRIPT 16

Rabu, 15 Mei 2013
Lobi SMP N 2 Depok
P   : Peneliti
K   : Kolaborator

K   : Siap untuk komen?
P   : Haha, oke.
K   : *The way you execute is very good*. Aku akan mencontohnya.
P   : Haha….
K   : Terus, penjelasan *mind mapping*-nya udah jelas banget. Mengambil contohnya juga keren. Penggunaan lingkungan sekitarnya bagus. Terus yang dibelakang.
P   : Para pencari inspirasi.
K   : Ho'o. Menurutku perlu bener-bener di *guide*. Misal, tulis judul dulu, terus buat cabang. Begitu.
P   : Hummm…oke-oke. Nggak tau si ya, apakah akan berbeda, ini kan mulai dari *mind mapping*. Dulu pas langsug teks begitu, tak suruh nulis judul, dah nulis. Terus mencari inspirasi lagi. Tapi kalau dah dapet itu inspirasi, langsung cepet. Tapi tetep waktunya nggak akan nyukup karena inspirasinya datangnya mepet.
K   : Ya itulah, jadi harus bener-bener di *guide*.
P   : Oke, lanjut.
K   : Kadang *stop*, bingung *vocab*-nya. Nah itu solusinya aku juga bingung. Kaya tadi mepeni, ada galau juga.
P   : Hehe. Iya kebanyakan gitu. Jadi selalu aku katakan kalau untuk kata kalau kesulitan boleh tanya. Dan siswa biasanya kan memikirkan kata dalam bahasa jawa atau bahasa indonesia alay jadi susah nyarinya di kamus. Jadi sering aku suruh cari persamaannya dulu, sinonimnya yang lebih umum dan ada dikamus. Tapi kalau masih nggak ada ya sudah aku kasih tahu.
K   : Kalau untuk *vocab* memang susah si. Terus, sebenarnya bagus siswa pada menganut estetika. Gambarnya bagus , ada warnanya. Tapi...
P   : Jadi super lama.....iya itu juga salah satu yang pengen tak atasi. Jadi sudah berkali-kali aku jelaskan gambarnya yang *simple* tidak usah terlalu rapi atau detail yang penting mewakili ide yang ada di kepala. Tapi tetep....
K   : Ya begitulah anak-anak.
P   : Ada lagi?
K   : Udah itu aja.
P   : Oke. Terimakasih.

INTERVIEW TRANSCRIPT 17

Kamis, 16 Mei 2013
Ruang kelas VIII D
P   **: Peneliti**
S   **: Abi**

P   : Siang….
S   : Siang Mbak. Katanya hari ini nggak bisa ngajar Mbak?
P   : Hu-um. Ini mau tanya-tanya kaya biasa aja. Gimana, Bi, kemaren, pelajarannya bisa diikuti?
S   : Gimana ya Mbak. Kemaren itu aku lagi banyak pikiran e Mbak. Tapi bisa kok Mbak. Bisa.
P   : Huuuummmmm oke dech. Terus pas awal-awal kan kamu katanya masih bingung soal baca *mind mapping*-nya. Sekarang udah jelas atau dah bisa belum baca *mind mapping*-nya?
S   : Iya, udah bisa Mbak.
P   : Oke. Terus kemaren kan Mbak kasih contoh di depan cara buat *mind mapping*. Mbak gambar di depan. Jelas nggak itu?
S   : Ummmmm.....Iya.
P   : Wah Abi, kemaren bener-bener lagi ada masalah ya?
S   : Iya e Mbak. Tapi jelas kok Mbak. Cuma kalau buat sendiri masih susah Mbak.
P   : Oke. Kalau menggambar begitu suka nggak?
S   : Lumayan Mbak.
P   : Oke gitu aja. Makasih ya Bi.
S   : Sama-sama Mbak.

INTERVIEW TRANSCRIPT 18

Kamis, 16 Mei 2013
Ruang kelas VIII D
P   **: Peneliti**
S1   **: Shani**
S2   **: Vicellio**

P   : Siang….ngobrol-ngobrol sebentar donk. Duduk sini.
S1, S2 : Apa, Mbak?
P   : Kemaren pelajarannya bisa diikuti nggak?
S1, S2 : Bisa.
P   : Untuk baca *mind mapping*, bisa nggak? Masih bingung nggak?
S1, S2 :Udah bisa kok Mbak sekarang, udah nggak bingung.
P   : Terus, kemaren kan Mbak ajarin buat *mind mapping* tuh. Mbak gambar di

depan terus mbak jelasin juga. Jelas nggak?

S1, S2 : Jelas.

P : Terus kemaren kan juga Mbak minta buat *mind mapping* sendiri. Bisa?

S1, S2 : Bisa.

P : Oke. Seneng nggak nggambar *mind mapping* gitu?

S1 : Ummmmm.....seneng dong Mbak. Seneng banget, kan bisa menggambar mewarnai.

S2 : Setuju.

P : Oke. Oke. Terus *mind mapping* ini ngebantu kalian nulis nggak?

S1, S2 : Ngebantu Mbak.

P : Ngebantunya?

S2 : Kalau yang udah ada *mind mapping*-nya, kata-katanya Mbak. Jadi nggak bingung lagi. Kalau yang buat sendiri ngebantu apa ya namanya, mau nulis apa gitu lo Mbak.

P : Menuangkan ide yang ada di kepala.

S2 : Iya itu Mbak.

P : Terus, sebelum kalian pakai *mind mapping* dan sesudah kalain mengenal *mind mapping*, ada kerasa peningkatan nggak dalam kalian menulis.

S2 : Dikit.

P : Dalam hal apa? Buat kalimat, nyusun kalimat jadi paragraf, menuangkan ide?

S2 : Menuangkan ide Mbak.

P : Oke gitu aja. Makasih.

S : Sama-sama Mbak.

INTERVIEW TRANSCRIPT 19

Kamis, 16 Mei 2013
Ruang kelas VIII D
P   : Peneliti
S1   : Elsa
S2   : Navi
S3   : Rima

P : Ngobrol-ngobrol sebentar donk. Duduk sini.

S1, S2, S3: Siap Mbak.

P : Kemaren pelajarannya bisa diikuti nggak?

S1, S2, S3: Bisa.

P : Kemaren kan Mbak ajarin buat *mind mapping* tuh. Mbak gambar di depan terus mbak jelasin juga. Jelas nggak?

S1, S2, S3: Jelas.

P : Untuk buat *mind mapping* sendiri udah bisa?

S1 : Bisa Mbak. Kan kemaren kita juga buat sendiri Mbak. Tapi mewarnainya belum selesai Mbak.

S2, S3 : Iya Mbak.

P : Oke. Nggak papa. Nggambar *mind mapping* gitu seneng nggak?

S1,S2,S3 : Seneng dong Mbak. Seneng banget, kan bisa menggambar mewarnai.

P : Terus, sebelum kalian pakai *mind mapping* dan sesudah kalain mengenal *mind mapping*, ada kerasa peningkatan nggak dalam kalian menulis.

S1 : Kerasa peningkatannya. Yang dulu nggak tau *mind mapping* sekarang jadi tahu. Terus kalau nulis jadi lebih semangat. Kan ada gambar-gambarnya Mbak jadi lebih terinspirasi. Termotivasi.

P : Dalam hal apa? Buat kalimat, nyusun kalimat jadi pararaf, menuangkan ide?

S2 : Iya Mbak. Aku sama kaya dia.

S3 : Sama juga Mbak. Terus sama itu, sekarang lebih bisa nyusun kalimat sama *verb*-nya itu lebih ngerti mbak.

P : Oke. Makasih.

S : Sama-sama Mbak.

INTERVIEW TRANSCRIPT 20

Kamis, 16 Mei 2013
Ruang kelas VIII D
P   : Peneliti
S   : Calvin

P : Vin, ngobrol-ngobrol bentar dong. Kan sebelum-sebelumnnya kamu kalau disuruh nulis sudah banget tu, kemaren kok bisa cepet banget gitu?

S : Karena aku niat Mbak.

P : Yang bikin kamu niat apa?

S : Karea itu pengalamanku sendiri Mbak.

P : O gitu, kalau pengalaman sendiri lebih niat ya? Oke. Terus kemaren kan mbak suruh buat *mind mapping*. Susah nggak?

S : Enggak. Kan kemaren aku buat Mbak.

P : Oke. Alurnya gitu nggak bingung ya?

S : Enggak, aku ngerti.

P : Oke terus, *mind mapping* ini ngebantu kamu nulis nggak?

S : Ngebantu.

P : Dalam hal apa?

S : Gambarnya.

P : Itu kalau *mind mapping*-nya udah ada, kalau kamu yang buat sendiri?

S : Kan kemaren aku gambar sendiri Mbak.

P : O gitu, jadi gambarnya itu ngebantu. Oke. Terus ada peningkatan nggak Vin dalam hal kemampuan kamu menulis setelah pakai *mind mapping* ini?

S : Ada. Jadi bisa nulis banyak.

P : Gitu. Oke. Makasih.

INTERVIEW TRANSCRIPT 21

Rabu, 22 Mei 2013
Lobi SMP N 2 Depok
P   : Peneliti
GBI   : Guru Bahasa Inggris
K   : Kolaborator

P   : Selamat siang, Bu.
GBI   : Iya selamat siang. Jadi, bagaimana? Ada yang mau ditanyakan.
P   : Eeee...kali ini mungkin lebih ke minta pendapat Ibu saja. Mengenai tadi pengajaran di kelas bagaimana. Begitu Bu.
GBI   : O iya. Lancar ya, seperti biasa. Hanya saja, tadi saya juga sudah berdiskusi dengan Mbak Aninsa, ya Mbak ya, mengenai yang mengoreksi tulisan siswa sama-sama tadi.
K   : Iya Bu.
GBI   : Kalau pakai LCD kelebihannya kita bisa di depan menjelaskan. Tapi kelemahannya tadi yang dibelakang ada yang rame ya. Mungkin kalau di tulis, kita bisa ke belakang, jadi siswa di belakang tidak berani bergerak apalagi yang di depan. Tapi ya memang akan lebih menghabiskan waktu. Tapi bagus kok Mbak, jadi dengan perkalimat tadi diteliti sama-sama, semua siswa jadi pada tahu salahnya dimana nggak cuma yang pentir-pinter aja.
K   : Terus tadi yang dihampiri satu persatu menurut saya juga bagus sekali. Siswa merasa lebih diperhatikan, lebih semangat, lebih teliti.
GBI   : O iya tadi itu.
P   : Ya, jadi tadi itu yang meneliti dan mengoreksi sama-sama tadi saya maksudkan untuk memberikan pengetahuan kesalahan umum yang siswa buat. Terus kalau yang saya temui satu-satu tadi kesalahan spesifik yang dibuat oleh individu. Jadi saya membuat catatan dari setiap tulisan siswa lalu tadi saya tunjukkan pada siswa. Kamu begini-begini. Saya juga menunjukkan dan menjelaskan kelabihan dari tulisan siswa agar mereka lebih termotivasi.
GBI   : O iya bagus itu.
K   : Jadi lewat yang diskusi sama-sama tadi siswa tahu salahnya dimana, ditambah dengan yang individu tadi siswa jadi lebih tahu lagi.
P   : Iya. Jadi bagaimana Bu, ada saran untuk pertemuan selanjutnya?
GBI   : Enggak. Selama ini sudah bagus kok Mbak.
P   : Terimakasih Bu.
GBI   : Ya, dilanjutkan.
P   : Iya Bu, terimakasih.

INTERVIEW TRANSCRIPT 22

Kamis, 23 Mei 2013
Lobi SMP N 2 Depok
P : Peneliti
GBI : Guru Bahasa Inggris

P : Selamat siang, Bu.
GBI : Siang.Bagaimana?
P : Mau bertanya-tanya sedikit Bu. Begini Bu, setelah *cycle* ke dua ini, bagaimana menurut Ibu mengenai *mind mapping* dalam kaitan untuk mengajar *writing*?
GBI : Bagus sekali ya Mbak ya. Itu membantu siswa untuk berpikir dengan cepat. Alurnya juga urutannya juga sangat membantu sekali. Membantu imajinasi siswa. Gambar sama warnanya membantu sekali. Siswa kan jadi penasaran. Kemaren saya mau menggunakan *mind mapping* itu dalam suatu acara untuk *writing* juga. Karena siswa keliatan tertarik dan bersemangat, tapi saya coba membuat *mind mapping*-nya pakai lap top kok susah?
P : Hehe, kalau menggunakan lap top saya juga kurang tahu Bu cara membuatnya karena saya manual. Lalu menurut Ibu, para siswa jadi termotivasi untuk menulis tidak Bu?
GBI : Iya. Mereka sering bertanya kan? Dan pertanyaannya juga berbobot nggak sekedar tanya. Gambar dan warna itu membuat mereka tergoda untuk menulis. Dari hari kehari mereka semakin semangat untuk menulis. Terus kalau saya masuk kelas itu, siswa-siswa pada tanya, "Mbak Lisma mana?". Jadi sudah pada ditunggu.
P : Lalu untuk hasil tulisan siswa sendiri menurut Ibu bagaimana?
GBI : Semakin bagus ya Mbak. Siswa bisa menulis lebih banyak, lebih tertata juga. Lebih nyambung kalimat-kalimatnya. Saya sempat ngobrol sama anak-anak itu, saya tanya "Pada bisa po..?", terus jawabnya "Bisa Ma'am. Tulisanku jadi lebih baus Ma'am, coba liat Ma'am". Begitu. Jadi, siswa juga merasakan peningkatannya.
P : O nggih tho Bu?
GBI : Iya. Siswa juga semakin serius ya dalam mengerjakan. Lebih fokus. Disuruh nulis langsung nulis.
P : Nggih Bu. Kalau begitu, kiranya sekian Bu. Terimakasih.
GBI : Ya, sama-sama

INTERVIEW TRANSCRIPT 23

Rabu, 23 Mei 2013
Lobi SMP N 2 Depok
P   : Peneliti
K   : Kolaborator

P   : Siang. Mau sedikit bertanya soal proses belajar mengajar selama ini.
K   : Ok.
P   : Apa pendapatmu mengenai *mind mapping* dalam kaitannya dengan kegiatan menulis selama ini?
K   : Ada warna-warna dan gambar, menarik. Siswa jadi bersemangat dan tertarik. Lebih efektif. Terus, siswa kan masih dalam tahap awal berlatih jadi membutuhkan panduan yang baik dan *mind mapping* memberikan itu. Urutannya, alurnya.
P   : Jadi, *mind mapping* menolong siswa untuk menulis dan berguna ya?
K   : Iya.
P   : Terus, menurutmu, siswa aktif dan tertarik nggak untuk menulis?
K   : Iya. Gambar dan warna tadi menarik mereka untuk menulis. Terus siswa juga sering bertanya ya? Itu tanda kalau mereka tertarik untuk menulis. Sikap siswa juga berubah ya? Yang awalnya susah disuruh nulis, alasannya menari inspirasi, kesini-kesini langsung cepet buat *mind map* sama nulisnya. Siswa yang nyentrik juga bisa fokus pada pelajaran ya?
P   : Iya. Aku juga lumayan kaget. Ok. Kalau gitu, begitu saja. Terimakasih.
K   : Sama-sama.

INTERVIEW TRANSCRIPT 24

Jumat, 24 Mei 2013
Ruang Kelas IIID
P   : Peneliti
S1   : Nafi
S2   : Ranastri
S3   : Maula
S4   : Fira

P   : Pagi….
S1-S4 : Pagi Mbak…
P   : Capek ya?
S1-S4 : Banget, Mbak.
P   : Sambil istirahat, nobrol-ngobrol bentar ya? Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?
S1-S3 : Iya.
S4   : Iya, bisa diikuti dengan baik.
P   : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan

kalian jelas nggak?

S1   : Jelas sekali.

S2-S4 : Jelas.

P   : Ok. Dari penjelasan dan pembahasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?

S1-S3 : Iya.

S4   : Iya. Punya ku tak perbaiki lho Mbak.

P   : Iya iya…terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?

S1, S3, S4 : Meyenangkan sekali....

S2   : Iya. Senang bisa gambar-gambar.

P   : Berarti suka sama *mind mapping* ni. Jelasnya, *mind mapping*-nya menarik nggak? Klo iya menariknya gimana?

S1   : Menarik. Karena bisa menggambar dan mewarnai itu tadi Mbak.

S2, S4 : Betul.

S3   : Iya Mbak. Kalo pelajaran bahasa Inggris kan jarang buat kaya gitu Mbak.

P   : Gitu....terus *mind mapping* ngebantu kalian dalam menulis nggak? Kalau iya ngebantunya gimana?

S1   : Ngebantu Mbak, kalau ada ada kesalahan pas nulis terus liat *mind mapping*-nya nanti jadi tau oh salah.

S2   : Kalau aku ngebantu nyari inspirasi Mbak. Jadi lebih cepet.

P   : Lanjut. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?

S1-S4 : Iya.

P   : Terus...kalian sudah paham belum soal *recount text*, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?

S1   : Paham.

S2   : *Mind mapping*-nya itu memudahkan dalam menulis *recount text*.

S3   : Iya, kalau pake *mind mapping* lebih mudah.

P   : Ok deh. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?

S1, S3 : Iya.

S2   : Lebih ngerti susunan kalimat juga lebih gampang nyusun ide Mbak.

P   : Ok. Terakhir. Ada kritik, saran atau komentar?

S3   : Aku suka *mind mapping*.

S1   : Iya.

P   : Ok deh. *Thank you* ya…

S1-S4 : Sama-sama….

INTERVIEW TRANSCRIPT 25

Jumat, 24 Mei 2013
Ruang Kelas IIID
P   : Peneliti
S1   : Putri
S2   : Anita
S3   : Dyah
S4   : Eva

P   : Sambil pada makan, ngobrol bentar ya?
S1-S4 : Ok Mbak.
P   : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?
S1, S2, S4   : Bisa.
S3   : Iya, karena gurunya lucu.
P   : Haha. Terus, penjelasan Mbak juga pembahasan mengenai kesalahan kesalahan kalian jelas nggak?
S2, S4 : Jelas.
S1   : Lumayan.
S3   : Jelas banget. Soal e dari awal harus pake titik terus.
P   : Um.....dari penjelasan dan pembehasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?
S1, S2, S4   : Bisa.
S3   : Iya, bisa. Kan dibahas satu-satu.
P   : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?
S2   : Sangat menyenangkan.
S3   : So pasti.
P   : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?
S1   : Ya. Karena *full color*.
S2   : Karena bisa menumpahkan semua ide.
S3   : Karna ngebantu nyusun kalimat.
P   : Sip....berarti *mind mapping* ngebantu kalian dalam menulis ya? Ada yang lain, maksudnya ngebantu dalam hal apa gitu?
S2   : Ngebantu untuk lebih ngembangin cerita.
S3   : Kalo aku, jadi lebih gampang Mbak mau nulisnya karena kan itu isinya pokok-pokok.
P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?
S1-S4 : Iya.
P   : Terus...kalian sudah paham belum soal *recount text*, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?
S1   : Lumayan paham.
S2   : Paham dan kalau pake *mind mapping* itu lebih mudah Mbak karena lebih bisa menuangkan ide.

P : Ok. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?

S1 : Iya. Jadi tahu lebih banyak kata Mbak.

S2 : Kalau aku jadi lebih bisa menggunakan kata yang sesuai dan menuangkan ide.

P : Terakhir. Ada kritik, saran atau komentar?

S1 : *Mind mapping* keren.

S4 : Seneng bisa belajar teks *recount* sama *mind mapping*.

P : Ok deh. Makasi…

S1-S4 : Sama-sama….

INTERVIEW TRANSCRIPT 26

Jumat, 24 Mei 2013
Ruang Kelas IIID
P : Peneliti
S1 : Dinda
S2 : Indit
S3 : Nur
S4 : Salma

P : Ngobrol bentar dong....

S1-S4 : Apa, Mbak......

P : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?

S2-S5 : Bisa.

P : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan kalian jelas nggak?

S1-S3 : Jelas.

S4 : Iya jelas Mbak. Aku juga dah mulai memperbaiki gimana benernya.

S5 : Klo aku lumayan Mbak.

P : Um.....berarti Nur bisa nyari juga memperbaiki ya? Kalau kalian?

S1 : Bisa, tapi dikit-dikit.

S4 : Iya Mbak. Dan cuma beberapa.

P : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?

S1-S4 : Iya.

S5 : Menyenangkan.

P : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?

S1 : Iya. Karena aku suka gambar. Hehe.

S3 : Karena warna-warni Mbak.

S5 : Iya Mbak.

S4 : Iya Mbak. Itu juga cara baru untuk memahami sesuatu dan menarik.

P : Sip....terus, *mind mapping* ngebantu kalian dalam menulis nggak? Kalau iya, ngebantunya gimana?

S1   : Ngebantu nyusun kalimat.
S3, S4 : Ngebantu ngebuat cerita.
S5   : Ide yang mau ditulis nggak hilang atau lupa Mbak.
P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?
S1-S5 : Iya.
P   : Terus...kalian sudah paham belum soal recount text, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?
S1   : Paham. Sedikit-sedikit bisa. Terus pakai *mind mapping* nulis jadi mudah banget dan nambah ide.
S4   : Iya Mbak. Dengan bantuan *mind mapping* jadi bisa nulis teks dengan lebih baik.
S5   : Hu'um. Jadi lebih gampang, lebih mudah.
P   : Ok. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?
S1   : Sedikit-sedikit iya.
S2   : jadi tahu kosa kata baru Mbak.
S3   : Iya sama.
P   : Terakhir. Ada kritik, saran atau komentar?
S1   : Seneng bisa belajar teks *recount* sama *mind mapping*. Ngebantu cari ide. Soalnya selama ini aku nggak suka bahasa Inggris.
S5   : Agak bosen soalnya itu terus tapi seru.
P   : Ok. Makasi…
S1-S5 : Iya Mbak.

INTERVIEW TRANSCRIPT 27

Jumat, 24 Mei 2013
Ruang Kelas IIID
P   : Peneliti
S1   : Dwi
S2   : Suci
S3   : Titi
S4   : Vina
S5   : Elsa

P   : Boleh ngobrol bentar?
S1-S4 : Boleh Mbak.
P   : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?
S1, S2, S5   : Bisa.
S3   : Bisa, soalnya dapet pengetahuan baru.
S4   : Lumayan Mbak.
P   : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan kalian jelas nggak?
S2, S5 : Jelas.

S1, S3, S4   : Lumayan.
P   : Um.....dari penjelasan dan pembahasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?
S1, S2, S4, S5 : Bisa.
S3   : Iya. Kan udah dijelasin sebelumnya Mbak.
P   : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?
S2, S5 : Iya.
S3   : Iya Mbak, dapat wawasan baru.
P   : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?
S1   : Menarik karena bisa buat aku lebih paham.
S2   : Karena ada warna sama gambarnya.
S4   : Karna nambah wawasan.
S5   : Karena bisa mengimajinasikan pikiran melalui gambar.
P   : Ok, terus *mind mapping* ngebantu kalian dalam menulis nggak? Ngebantunya gimana?
S4   : Ngebantu untuk lebih ngembangin cerita.
S5   : Iya. Memberikan inspirasi.
P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?
S1-S5 : Iya.
P   : Terus...kalian sudah paham belum soal recount text, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?
S1   : Lumayan paham.
S2-S4 : Paham.
S5   : Iya Mbak. Udah paham. Terus nulis juga lebih mudah karena ada media menuangkan ide.
P   : Ok. Setelah belajar *mind mapping,* kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?
S1   : Iya. Jadi bisa menuangkan ide dengan lebih baik dalam membuat teks *recount*.
S5   : Jadi lebih ngerti struktur *recount text*, lebih mudah mengembangkan kalimat.
P   : Terakhir. Ada kritik, saran atau komentar?
S2   : Saya suka pelajaran *mind mapping*.
P   : Sip. Thanks.
S1-S5 : Iya Mbak.

INTERVIEW TRANSCRIPT 28

Jumat, 24 Mei 2013
Ruang Kelas IIID
P   : Peneliti
S1   : Arrazi
S2   : Fajar
S3   : Dewa
S4   : Abi
S5   : Calvin

P   : Ngobrol bentar, ngobrol bentar.
S1   : Apa lho Mbak.
P   : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?
S1-S5 : Bisa.
P   : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan kalian jelas nggak?
S1, S2 : Lumayan.
S3   : Jelas.
S4   : Sangat jelas.
P   : Um.....dari penjelasan dan pembahasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?
S1-S3 : Bisa.
S4   : Tapi aku belum memperbaiki Mbak.
S5   : Susah e Mbak.
P   : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?
S2, S5 : Iya.
P   : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?
S1   : Iya, karena bisa berkreasi.
S2   : Karena nambah ilmu pengetahuan.
S3   : Memberi inspirasi.
S4   : Lumayan karena banyak warna dan gambar.
P   : Ok, terus mind mapping ngebantu kalian dalam menulis nggak? Ngebantunya gimana?
S2   : Ngebantu untuk lebih ngembangin cerita.
S3   : Ngasih inspirasi.
S4   : Sebagai petunjuk untuk nulis teks.
S5   : Membantu menyimpan inspirasi Mbak. Karena udah digambar jadi inget.
P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?
S1-S5 : Iya.
P   : Terus...kalian sudah paham belum soal *recount text*, cara nulisnya, tentang mind mapping, cara buat *mind mapping* juga nulis text dengan bantuan mind mapping?
S1-S4 : Paham.

S5   : Lebih gampang kalau pakai *mind mapping* Mbak.

P   : Ok. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?

S1, S2, S5   : Iya, ada.

S3   : Idenya jadi lebih banyak.

S4   : Jadi lebih bisa nyusun kalimat.

P   : Terakhir. Ada kritik, saran atau komentar?

S2   : *Nice experience.*

P   : OK. Makasih.

INTERVIEW TRANSCRIPT 29

Jumat, 24 Mei 2013

Ruang Kelas IIID

P   : Peneliti

S1   : Edo

S2   : Aldri

S3   : Irvan

S4   : Indra

S5   : Febri

P   : Tanya-tanya dong….

S1   : Apa, Mbak….?

P   : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?

S1-S5 : Bisa.

P   : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan kalian jelas nggak?

S1, S3, S4, S5 : Jelas.

S2   : Jelas sekali.

P   : Um.....dari penjelasan dan pembahasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?

S1-S5 : Bisa.

P   : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?

S1, S3, S4, S5 : Iya.

S2   : Sangat meyenangkan.

P   : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?

S2   : Sangat menarik karena bisa berkreasi tentang pengalaman kita..

S3   : Menarik karena bisa nggambar.

S4   : Menarik Mbak, soalnya bisa menyalurkan imajinasi.

P   : Ok, terus *mind mapping* ngebantu kalian dalam menulis nggak? Ngebantunya gimana?

S2   : Ngebantu nyusun kalimat.

S5   : Membantu dalam mengembangkan cerita.

P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?

S1-S5 : Iya.

P   : Terus...kalian sudah paham belum soal *recount text*, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?

S1-S5 : Paham.

P   : Ok. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?

S1, S2, S3, S5 : Iya, ada.

P   : Terakhir. Ada kritik, saran atau komentar?

S2   : Mind mapping itu bagus karena kita jadi bisa memahami pelajaran dengan mudah dan menyenangkan.

P   : OK. Makasih.

INTERVIEW TRANSCRIPT 30

Jumat, 24 Mei 2013
Ruang Kelas IIID

P   : Peneliti

S1   : Tama

S2   : Pandu

S3   : Shani

S4   : Vio

S5   : Arif.

P   : Halo, ngobrol sebentar donk.

S3   : Ngobrol apa Mbak?

P   : Kegiatan belajar mengajar selama ini bisa diikuti dengan baik nggak?

S1-S5 : Bisa.

P   : Terus, penjelasan Mbak juga pembahasan mengenai kesalahan-kesalahan kalian jelas nggak?

S2-S5 : Jelas.

S1   : Iya, karena dijelaskan dengan jelas dan memperbaikinya juga bagus siswa jadi termotivasi untuk lebih baik dan lebih teliti.

P   : Um.....dari penjelasan dan pembahasan itu, kalian bisa nemuin juga memperbaiki kesalahan-kesalahan kalian nggak?

S1-S5 : Bisa.

P   : Terus proses belajar mengajarnya menyenangkan atau berjalan dengan baik nggak menurut kalian?

S1, S2, S3, S5 : Iya.

P   : Terus menurut kalian *mind mapping* menarik nggak? Klo iya menariknya gimana?

S1   : Iya, karena bisa membantu menuangkan ide.

S2   : Karena menambah inspirasi.

S3   : Setuju, menarik inspirasi.

S4   : Karena baru.

S5   : Karena belajar menjadi menyenangkan.

P   : Ok, terus *mind mapping* ngebantu kalian dalam menulis nggak? Ngebantunya gimana?

S1   : Dalam menulis teks Mbak.

S2, S3 : Iya. Ngebantu lebih ngembangin cerita.

S4, S5 : Membantu inspirasi muncul.

P   : Ok. Selama mengajar Mbak memberikan *feedback* dengan baik nggak?

S1-S5 : Iya.

P   : Terus...kalian sudah paham belum soal *recount text*, cara nulisnya, tentang *mind mapping*, cara buat *mind mapping* juga nulis text dengan bantuan *mind mapping*?

S1, S2, S3, S5 : Paham.

S4   : Inspirasi jadi gambar muncul karena ada *mind mapping* Mbak.

P   : Ok. Setelah belajar *mind mapping*, kerasa ada peningkatan nggak dalam hal kemampuan kalian menulis?

S2   : Ada peningkatan yang lumayan.

S3   : Peningkatan drastis Mbak.

S4   : Aku cuma sedikit we Mbak.

S5   : Ada Mbak.

P   : Terakhir. Ada kritik, saran atau komentar?

S5   : Menarik dan menyenangkan.

P   : OK. Makasih.

C. COURSE GRID

COURSE GRID OF THE TEACHING AND LEARNING OF WRITING

School : SMP N 2 Depok

Grade/ Semester : VIII/ 2

Skill : Writing

Time Allocation : 10 x 40 minutes

Meeting	Standard of Competence	Basic Competency	Indicators	Materials	Language Focus	Activities	Time
Cycle 1, Meeting 1	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings.	Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts.	1. Identifying the social function of recount texts. 2. Identifying the generic structure of recount texts. 3. Identifying the language features of recount texts. 4. Writing paragraphs based on a mind map and clues given. 5. Using correct verbs to complete a recount text.	• Mind Mapping of "Meeting a Super Star" • Text recount entitled "Meeting a Super Star" • Generic structure of recount text - Orientation - Sequence of events - Reorientation	• Simple Past Tense • Words that show the order of events: first (second, third), next, then, etc. • Adverbs of time: yesterday, a week ago, last….etc. • Regular verbs: I looked for a record store. • Irregular verbs: I took it.	• Presentation 1. Showing a recount text and discuss it. 2. Showing a mind map and discuss it. 3. Explaining the text and the mind map. 4. With the teacher's guidance the students identify the social function, generic structure and the language features of the text. • Practice 1. Giving a mind map. 2. Asking the students to write paragraphs	2 x 40 minutes

			6. Writing a draft of recount text based on a mind map.		• Key vocabularies:
					- Sunda Street
					- Record store
					- Hyat hotel
					- Friendly
					- Familiar
					- Records
					- D'Massive
					- Photo
					- Singer
						based on the mind map and clues given.
						3. Changing the form of the verbs of a recount text.
						• Production
						  1. Giving a mind map.
						  2. Write a draft of recount text based on the mind map.	

Cycle 1, Meeting 2	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings.	Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts.	1. Identifying the social function of recount texts.
			2. Identifying the generic structure of recount texts.
			3. Identifying the language features of recount texts.
			4. Developing an unfinished recount text based on a mind map
			5. Making a mind map.
				• Mind Mapping of "Camping in the Mountain"
				• Text recount entitled "Camping in the Mountain"
				• Generic structure of recount text
				  - Orientation
				  - Sequence of events
				  - Reorientation
					• Simple Past Tense
					• Words that show the order of events: first (second, third), next, then, etc.
					• Adverbs of time: yesterday, a week ago, last….etc.
					• Regular verbs: We chatted.
					• Irregular verbs: We brought a lot of food.
						• Presentation
						1. Showing a mind map and a recount text
						2. Explaining how to use mind map to develop a recount text.
						3. With the teacher's guidance identify the social purpose, generic structure and the language features of the text.
						4. Explaining how to make a mind map.
						• Practice
						  1. Giving a mind map.
							2 x 40 minutes

			6. Writing a recount text based on the mind map.		• Key vocabularies: - Camping - Mountain - Hill - River - Food - Cooking utensils - Tent - Exploring - Campers - Guitar - Hiked	2. Developing an unfinished recount text based on a mind map. • Production 1. Making a mind map of the given topic. 2. Write a recount text based on the mind map.	
Cycle 1, Meeting 3	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings.	Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of	1. Identifying the social function of recount texts. 2. Identifying the generic structure of recount texts. 3. Identifying the language features of recount texts. 4. Making a mind map. 5. Writing a recount text.	• Mind Mapping of "My Holiday" • Text recount entitled "My Holiday" • Generic structure of recount text - Orientation - Sequence of events - Reorientation	• Simple Past Tense • Words that show the order of events: first (second, third), next, then, etc. • Adverbs of time: yesterday, a week ago, last….etc. • Regular verbs: I stayed at my friend's house	• Presentation 1. Showing a mind map and a recount text. 2. Explaining how to use mind map to develop a recount text. 3. With the teacher's guidance identify the social purpose, generic structure and the language features of the text. 4. Explaining how to make a mind map.	2 x 40 minutes

		recount and narrative texts.				• Irregular verbs: I went to Mount Bromo.
						• Key vocabularies:
						  - Mount Bromo
						  - Friend's house
						  - Mount Batok
						  - Scenery
						  - Horseback
						  - Mountain
						  - Photo
						  - Tree
						  - Zoo
							• Practice
							1. Giving the students' writing from the previous meeting.
							2. Revising the text after given feedback.
							• Production
							1. Making a mind map on the topic given.
							2. Write a recount text based on the mind map.	

Cycle 2, Meeting 1	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings.	Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings	1. Identifying the social function of recount texts.
			2. Identifying the generic structure of recount texts.
			3. Identifying the language features of recount texts.
				• Mind Mapping of "My Wekend"
				• Text recount entitled "My Weekend"
				• Generic structure of recount text
				  - Orientation
				  - Sequence of events
					• Simple Past Tense
					• Words that show the order of events: first (second, third), next, then, etc.
					• Adverbs of time: yesterday, a week ago, last….etc.
						• Presentation
						1. Showing a mind map and a recount text.
						2. With the teacher's guidance identify the social purpose, generic structure and the language features of the text.
						3. Explaining how to make a mind map.
						• Practice
							2 x 40 minutes

Cycle, Meeting							Time
		in the form of recount and narrative texts.	4. Writing a draft of a recount text based on a mind map.	- Reorientation	• Regular verbs: I watered my flowers. • Irregular verbs: I spent my weekend at home. • Key vocabularies: - Weekend - Garden - Flowers - Wash - Clean - Study	1. Giving the students' writing from the previous meeting. 2. Revising the text after given feedback. • Production 1. Making a mind map on the topic given. 2. Write a draft of recount text based on the mind map.	
Cycle 2, Meeting 2	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings.	Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of	1. Identifying the social function of recount texts. 2. Identifying the generic structure of recount texts. 3. Identifying the language features of recount texts. 4. Making a mind map. 5. Writing a recount text according to	• Mind Mapping of "Unfortunate Weekend" • Text recount entitled "Unfortunate Weekend" • Generic structure of recount text - Orientation - Sequence of events	• Simple Past Tense • Words that show the order of events: first (second, third), next, then, etc. • Adverbs of time: yesterday, a week ago, last….etc.	• Presentation 1. Showing a mind map and a recount text. 2. With the teacher's guidance identify the social purpose, generic structure and the language features of the text. 3. Explaining how to make a mind map and how to develop a text based on a mind map.	2 x 40 minutes

| | | recount and narrative texts. | the situation given. | - Reorientation | • Regular verbs: I changed my clothes.
• Irregular verbs: I saw my gorgeous neighbor.
• Key vocabularies:
- Weekend
- Fell down
- Jogged
- Breakfast
- Stomachache | • Practice
1. Giving the students' writing from the previous meeting.
2. Revising the text after given feedback.
• Production
3. Making a mind map on the topic given.
4. Write a recount text based on the mind map. | |

D.   LESSON PLAN

LESSON PLAN

CYCLE 1 (1st Meeting)

School   : SMP N 2 Depok

Subject   : English

Grade/ Semester   : VIII/ 2

Standard of competence:

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

Basic Competency :

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

Indicator   :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Writing paragraphs based on a mind map and clues given.
5. Using correct verbs to complete a recount text.
6. Writing a draft of recount text based on a mind map.

Text   : Recount

Theme   : Unforgetable Experience

Skill   : Writing

Time Allocation   : 2 x 40 minutes

A. Objective

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

B. Materials
   1. Materials for presentation
      - Mind Mapping of "Meeting a Star".
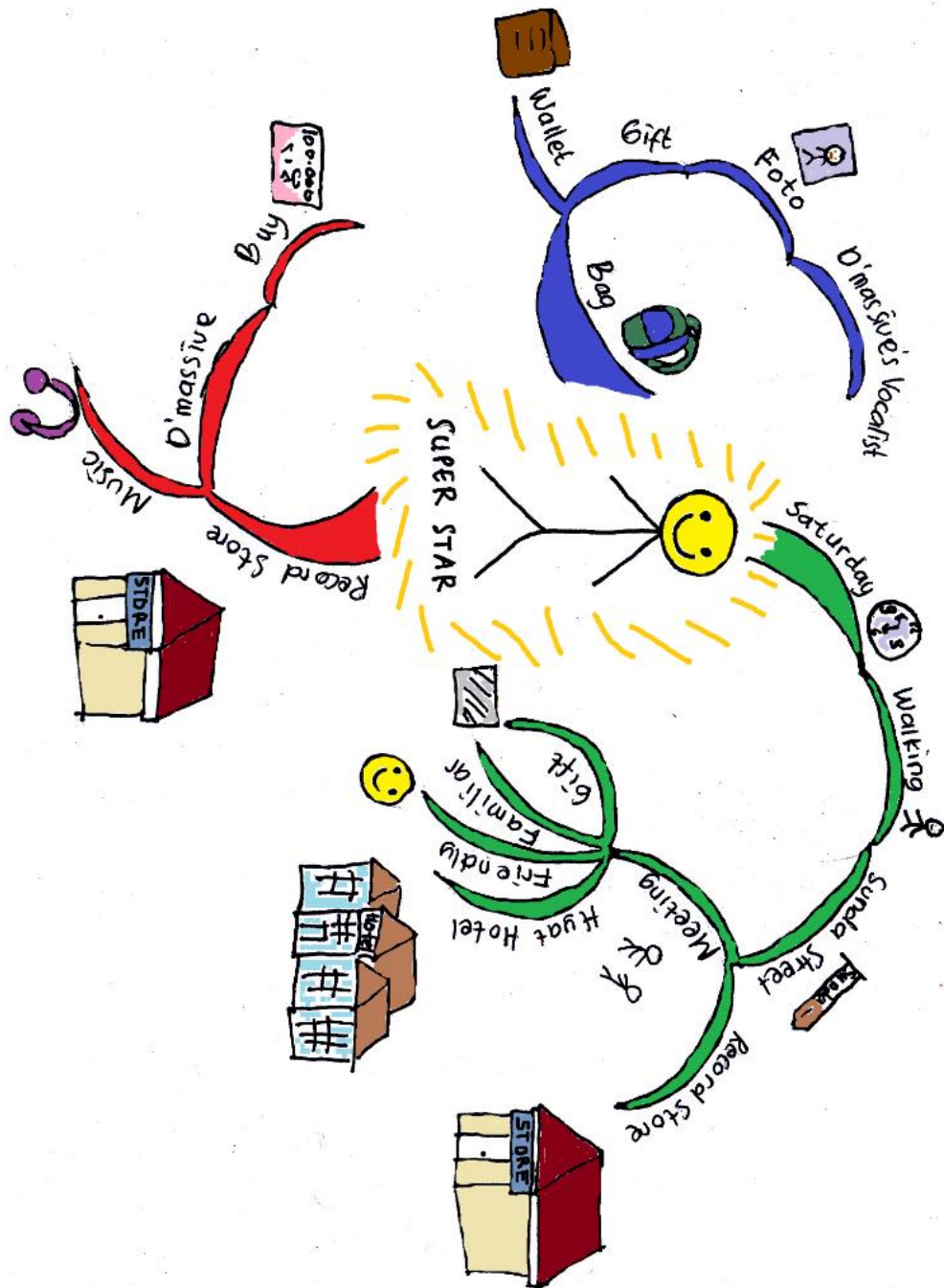
- Recount Text entitled Meeting a Star

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Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street. I looked for a record store. — Orientation

A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar. Then, I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought that it was money. I said 'no' at first but he really wanted me to have it. Therefore, I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. — Sequence of events

I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive! — Reorientation

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- Explanantion of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the backgrounf information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

2. Materials for practice

Task 1

In pairs, write 3 paragraphs (orientation, sequence of events, and reorientation) based on the mind map and clues given.
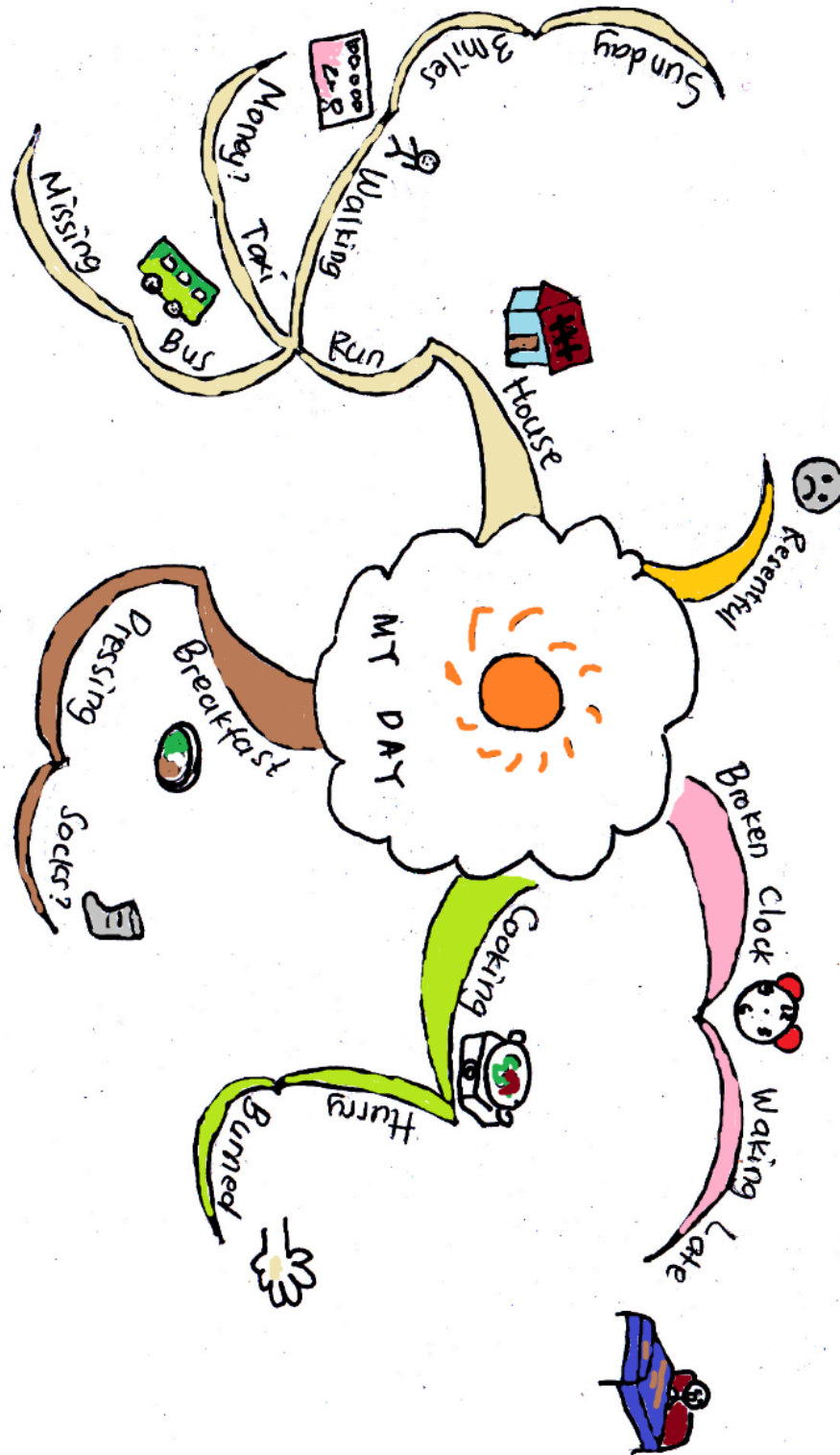
My Day

(Paragraph 1)

- terrrible day-yesterday

(Paragraph 2)

- First, ...(broken clock-waking late).
- Then, ...(cooking-hurry-burned).
- After breakfast, ...(dressing-forget socks).
- Next, ...(ran-house-bus-missed).
- .....(taxi-no money)
- Finally, ...(walked-3 miles-school-Sunday)

(Paragraph 3)

- ....(resentful).
- I hope I never have a day as the one I had yesterday.

Task 2 In pairs, change the form of the following verbs into past form.

Getting on the Train

I (1. have) a funny experience when I (1. have) to catch a train for meeting. I (1. have) never been traveled on train before.

I (2. take) an early morning train to where I (1. have) to meet my professor. At the station I (3. read) a sign – For Oakliegh Station, Please Board Four Rear Cars Only. Then I (4. board) the train but (5. do) not notice the position of my carriage. When I (6. get) to my destination, the

train door (7. is) locked. It (8. will) not open. I (9. panic) and (10. force) it to open. I (11. think) there must be something wrong. There (7. is) no platform. So I (12. jump) down the train lines and (1. have) to cross the railway lines to reach the platform. A fast train (13. come) from the other direction. I (14. am) so shocked and surprised.

After I (15. meet) professor, I (16. tell) him my train story. He (17. explain), if the sign (18. say) *please board for cars only*, it (19. mean) that the train only (1. has) a short platform. I (20. realize) that I (14. am) so stupid but I (14. am) so lucky that morning.
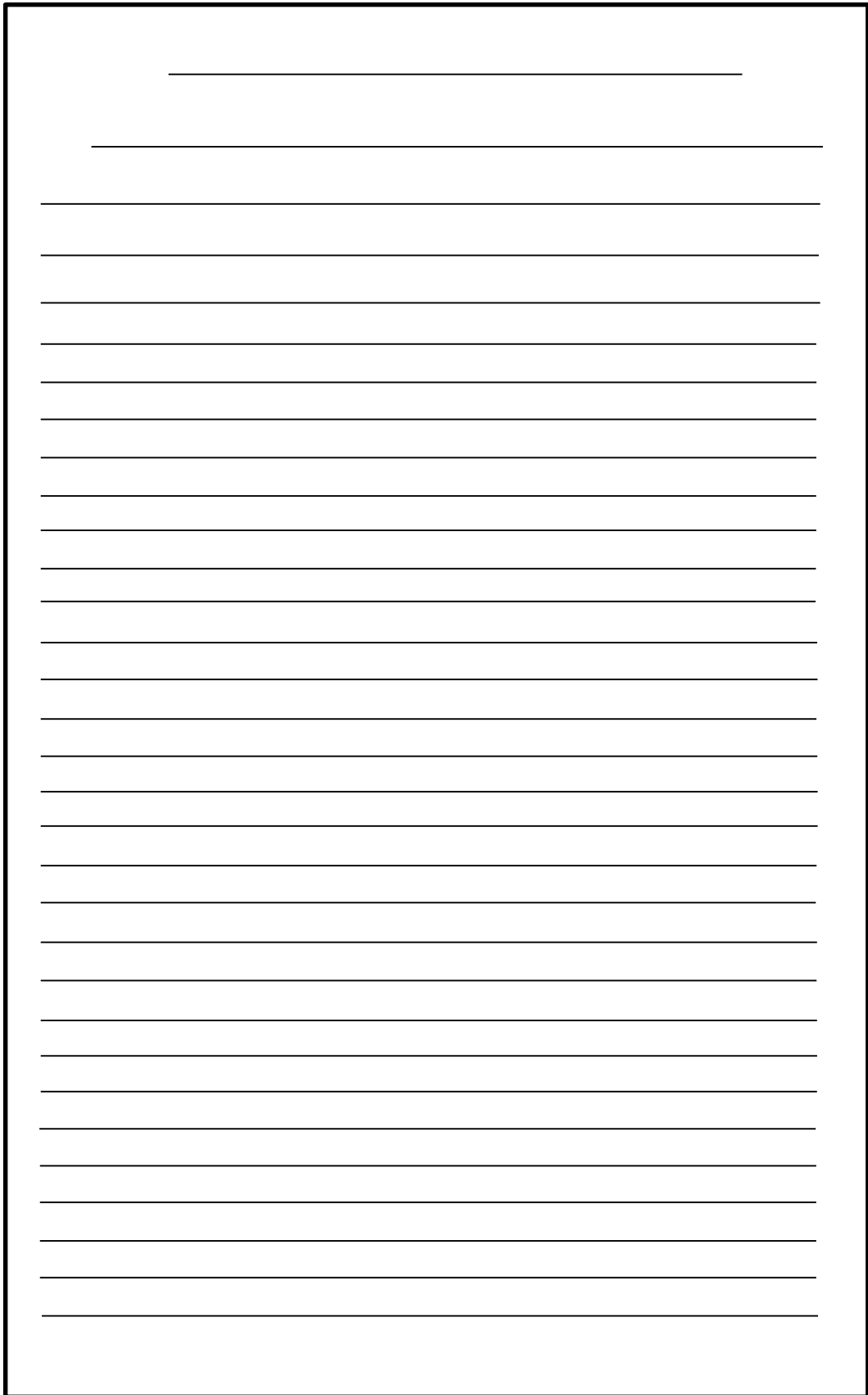
No	Verb	No	Verb
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	

3. Materials for production

Task 3

In pairs, write a draft of recount text at least 10 sentences in three paragraphs based on the following mind mapping.

C. Technique
PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the students' unforgetable experience. 6. Mentioning the learning objective.	1. Greeting the teacher. 2. Praying. 3. Preparing theselves for the lesson. 4. Discussing their unforgetable experience. 5. Listening to the teacher.
Main Activities		
Presentation	1. Showing a recount text entitled "Meeting a Star" and discuss it. 2. Showing a mind map of "Meeting a Star" and discuss it. 3. Explaining the text and the mind map. 4. Guiding the students identify the social function, generic structure and the language features of the text. 5. Giving the students chances to ask if there is anything unclear.	1. Paying attention to the text and discuss it with the teacher. 2. Paying attention to the mind map and discuss it with the teacher. 3. Listening the teacher. 4. Identify the social function, generic structure and language features of the text. 5. Asking.
Practice	1. Asking the students to do Task 1 (writing 3 paragraphs of a recount	1. Doing Task 1 in pairs.

	text based on the mind map and clues given) in pairs and monitoring.	
	2. Checking the students' works together with the students.	2. Checking their works
	3. Still in the same pair, asking the students to do Task 2 (changing the form of the verbs into past form) and monitoring.	3. Doing Task 2 in pairs.
	4. Checking the students' works together with the students.	4. Checking their works.
	5. Giving the students chances to ask if there is anything unclear.	5. Asking.
Production	1. Asking the students to do Task 3 (writing a draft of recount text based on a mind map) in pairs and monitoring.	1. Doing Task 3 in pairs.
	2. Collecting the students' writing.	2. Collecting their writing.
Closing Activities		
	1. Reviewing the lesson.	1. Reviewing the lesson.
	2. Explaining the activities in the next meeting.	2. Listening the teacher.
	3. Saying thank you and ending the lesson.	3. Ending the lesson.

E. Media

- LCD

F. Sources

http://www.belajarbahasainggris.us/2012/02/contoh-teks-recount-meeting-star.html
http://www.slideshare.net/nihawtomato1618/recount-text-14867672

Priyana, Joko., arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding:English for JuniorHigh School Students Grade VIII*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional.

G. Assessment

   a. Form : Writing a draft of a recount text.

   b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

   c. Scoring: Score

Depok, 15 April 2013

English Teacher   Researcher

Kristin Tresnowati, S.Pd.   Lismawati

NIP.   NIM. 0920224105

LESSON PLAN

CYCLE 1 (2nd Meeting)

School   : SMP N 2 Depok

Subject   : English

Grade/ Semester   : VIII/ 2

Standard of competence:

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

Basic Competency   :

> Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts.

Indicator   :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Developing an unfinished recount text based on a mind map.
5. Making a mind map.
6. Writing a recount text based on the mind map.

Text   : Recount

Theme   : Camping

Skill   : Writing

Time Allocation   : 2 x 40 minutes

A. Objective

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

B. Materials

   1. Materials for presentation

      • Mind Mapping of "Camping in the Mountain".
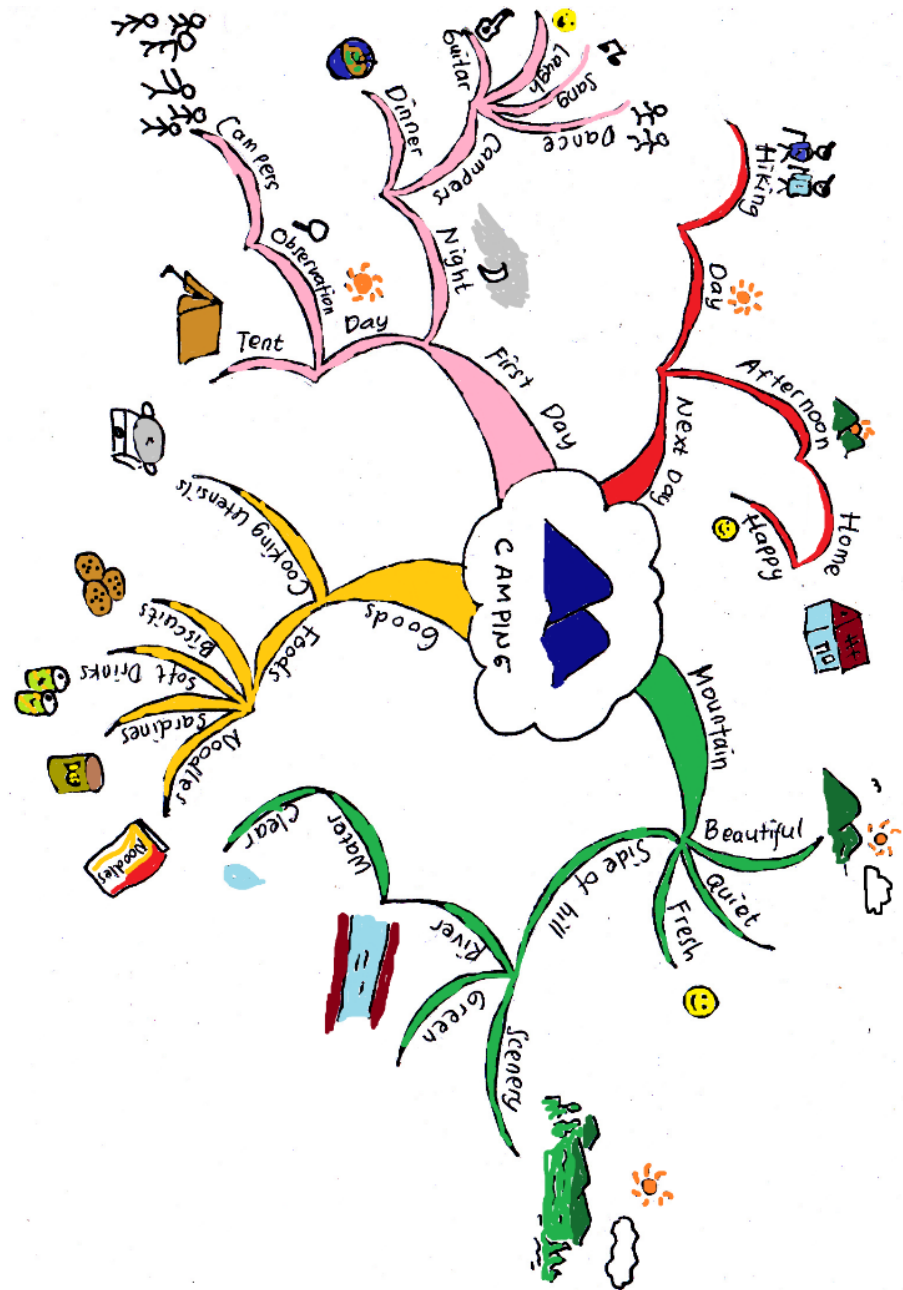
- Recount Text entitled Camping in the Mountain

Camping in the Mountain

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our camp site was on the side of the hill so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. The water was as clear as a crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drinks, and biscuits. Hexa brought cooking utensils for cooking noodle. — Orientation

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest since it was very noisy that night. We laughed and sang. Some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with others campers until afternoon. We did not realize that it was almost five in the afternoon and we had to go back home soon. — Sequence of events

It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join. — Reorientation

- An explanantion of the social function, generic structures and language features of recount text.

> Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:
>
> 1. Orientation: inform the backgrounf information about who/ what, when and where.
> 2. Sequence of event: retell the events in the order whic they happened.
> 3. Reorientation: state the riter's personal comment.
>
> The language features of recount text are:
>
> 1. The use of past tense
> 2. The use of conjunctions and time connectives to sequence the events
> 3. The use of adverbs and adverbial phrases to indicate time.

2. Materials for practice

Task 1 In groups of four, develop the following unfinished recount text based the mind mapping.

> ### Camping
>
> Last weekend, my friends and I went camping. We went camping to a camping ground in the forest near our house.
>
> We left at 1 p.m. using a minibus. At 3 p.m., we arrived in the parking area of the camping ground. —————————
>
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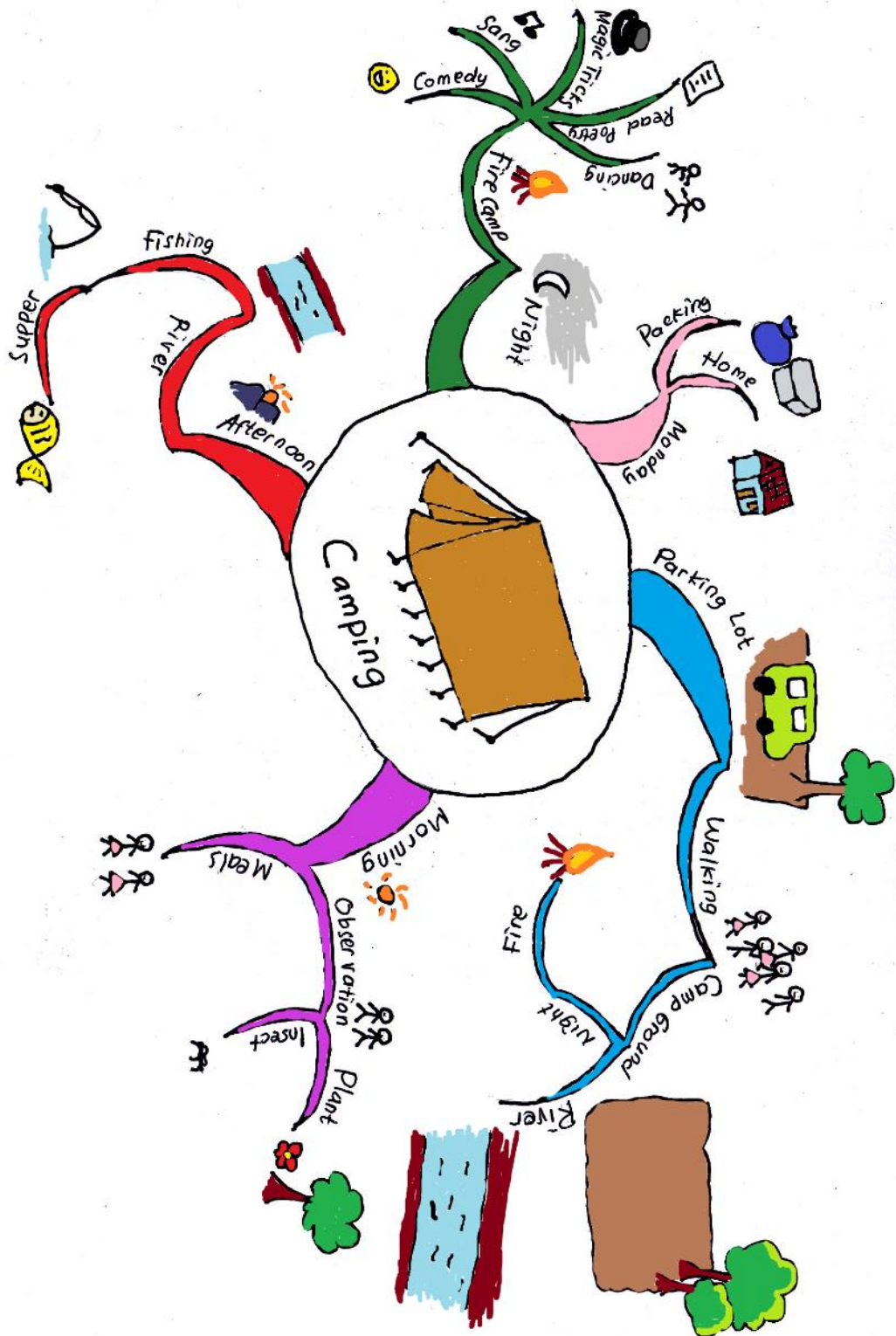
- Material for production

Task 2 In pairs, write a recount text telling camping experience of one of you at least 10 sentences in three paragraphs. Draw your mind map first.

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C. Technique

PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students.	1. Greeting the teacher.
	2. Checking the students' attendance.	
	3. Leading Praying.	2. Praying.
	4. Checking the students' readiness.	3. Preparing theselves for the lesson.
	5. Discussing the students' experience of camping.	4. Discussing their experience of camping.
	6. Mentioning the learning objective.	5. Listening to the teacher.
Main Activities		
Presentation	1. Showing a mind map of "Camping in the Mountain" and a recount text entitled "Camping in the Mountain".	1. Paying attention to the mind map and the text.
	2. Explaining how to use mind map to develop a recount text.	2. Listening to the teacher's explanation.
	3. With the teacher's guidance identify the social purpose, generic structure and the	3. Identify the social function, generic structure and language features of the text.

	language features of the text. 4. Explaining how to make a mind map. 5. Giving the students chanches to ask if there is anything unclear.	4. Listening to the teacher. 5. Asking.
Practice	1. Asking the students to do Task 1 (developing an unfinished recount textbased on a mind map) in groups of four and monitoring. 2. Asking the students to exchange their works with other groups. 3. Asking the students to look for the mistakes or give feedback to their friends' works. 4. Asking the students to share their works to the whole class. 5. Giving the students chanches to ask if there is anything unclear.	1. Doing Task 1 in groups of four. 2. Exchanging their works with other groups. 3. Correcting other groups' work. 4. Sharing their works to the whole class. 5. Asking.
Production	1. Asking the students to do Task 2 in pairs and monitoring.	1. Doing Task 2 in pairs.

	2. Collecting the students' writing.	2. Collecting their writing.
Closing Activities		
	1. Reviewing the lesson.	1. Reviewing the lesson.
	2. Explaining the activities in the next meeting.	2. Listening the teacher.
	3. Saying thank you and ending the lesson.	3. Ending the lesson.

E. Media
- LCD

F. Sources

http://recountext.blogspot.com/2011/02/example-of-recount-text-camp-in.html
http://www.belajarbahasainggris.us/2012/02/contoh-teks-recount-camping.html

G. Assessment

a. Form   : Writing a recount text.

b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

c. Scoring: Score

English Teacher	Depok, 15 April 2013 Researcher
Kristin Tresnowati, S.Pd.	Lismawati
NIP.	NIM. 09202241059

LESSON PLAN

CYCLE 1 (3rd Meeting)

School   : SMP N 2 Depok

Subject   : English

Grade/ Semester   : VIII/ 2

Standard of competence:

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

Basic Competency   :

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

Indicator   :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Making a mind map.
5. Writing a recount text according to the situation given.

Text   : Recount

Theme   : Holiday

Skill   : Writing

Time Allocation   : 2 x 40 minutes

A. Objective

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

B. Materials
1. Materials for presentation
   - Mind Mapping of "My Holiday".
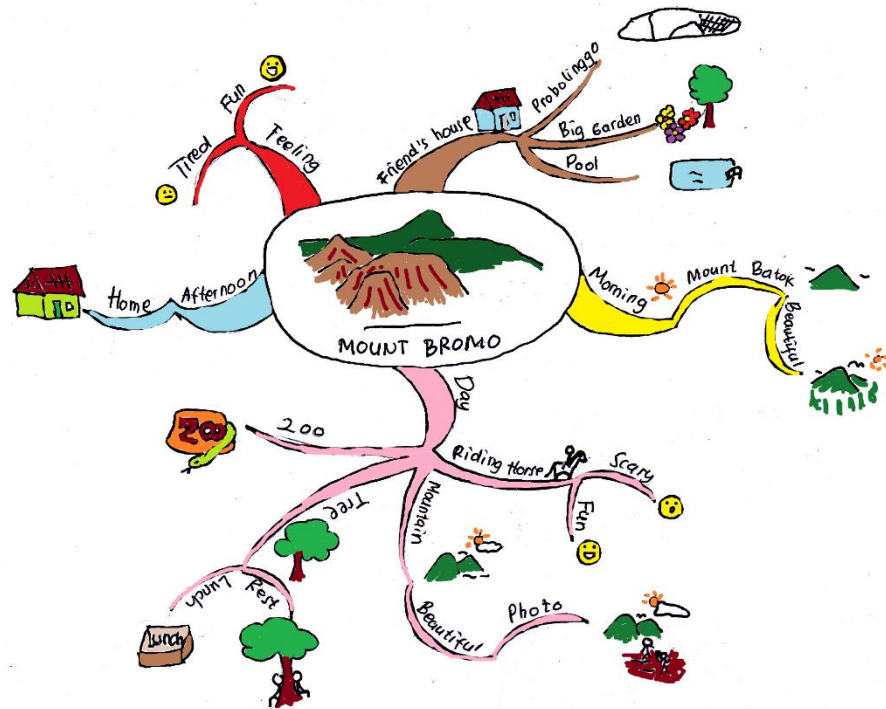
   - Recount Text entitled My Holiday

My Holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool. — Orientation

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode a horseback. It was scary but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. — Sequence of events

We were very tired. However, I thought it was really fun to have a holiday like that. I hoped my next Holiday would be interesting. — Reorientation

- An explanantion of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the backgrounf information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

2. Material for production

Task Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

Name   :
Class   :
Student Number   :
Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

C. Technique

PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the students' holiday. 6. Mentioning the learning objective.	1. Greeting the teacher. 2. Praying. 3. Preparing theselves for the lesson. 4. Discussing their holiday. 5. Listening to the teacher.
Main Activities		
Presentation	1. Showing a mind map of "My Holiday" and a recount text entitled "My Holiday". 2. Explaining how to use mind map to develop a recount text. 3. With the teacher's guidance identify the social purpose, generic structure and the language features of the text.	1. Paying attention to the mind map and the text. 2. Listening to the teacher's explanation. 3. Identify the social function, generic structure and language features of the text.

	4. Explaining how to make a mind map. 5. Giving the students chanches to ask if there is anything unclear.	4. Listening to the teacher. 5. Asking.
Practice	1. Giving the students' writing from the previous meeting. 2. Asking the students to revise their writing after given feedback. 3. Giving the students chanches to ask if there is anything unclear.	1. Receiving their writing from the previous meeting. 2. Revising their writing. 3. Asking.
Production	1. Asking the students to do Task individually. 2. Collecting the students' writing.	1. Doing the Task individually. 2. Collecting their writing.
Closing Activities		
	1. Checking the students' understanding. 2. Reviewing the lesson. 3. Saying thank you and ending the lesson.	1. Answering the teacher's questions. 2. Reviewing the lesson. 3. Ending the lesson.

E. Media
- LCD

F. Sources

Priyana, Joko., arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding:English for JuniorHigh School Students Grade VIII*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional.

G. Assessment

a. Form : Writing a recount text.

b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

c. Scoring: Score

Depok, 15 April 2013

English Teacher   Researcher

Kristin Tresnowati, S.Pd   Lismawati

NIP.   NIM. 09202241059

LESSON PLAN

CYCLE 2 (4th Meeting)

School : SMP N 2 Depok

Subject : English

Grade/ Semester : VIII/ 2

Standard of competence:

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

Basic Competency :

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

Indicator :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Writing a draft of a recount text based on a mind map.

Text : Recount

Theme : Weekend

Skill : Writing

Time Allocation : 2 x 40 minutes

A. Objective

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

B. Materials
   1. Materials for presentation
      • Mind Mapping of "My Weekend".
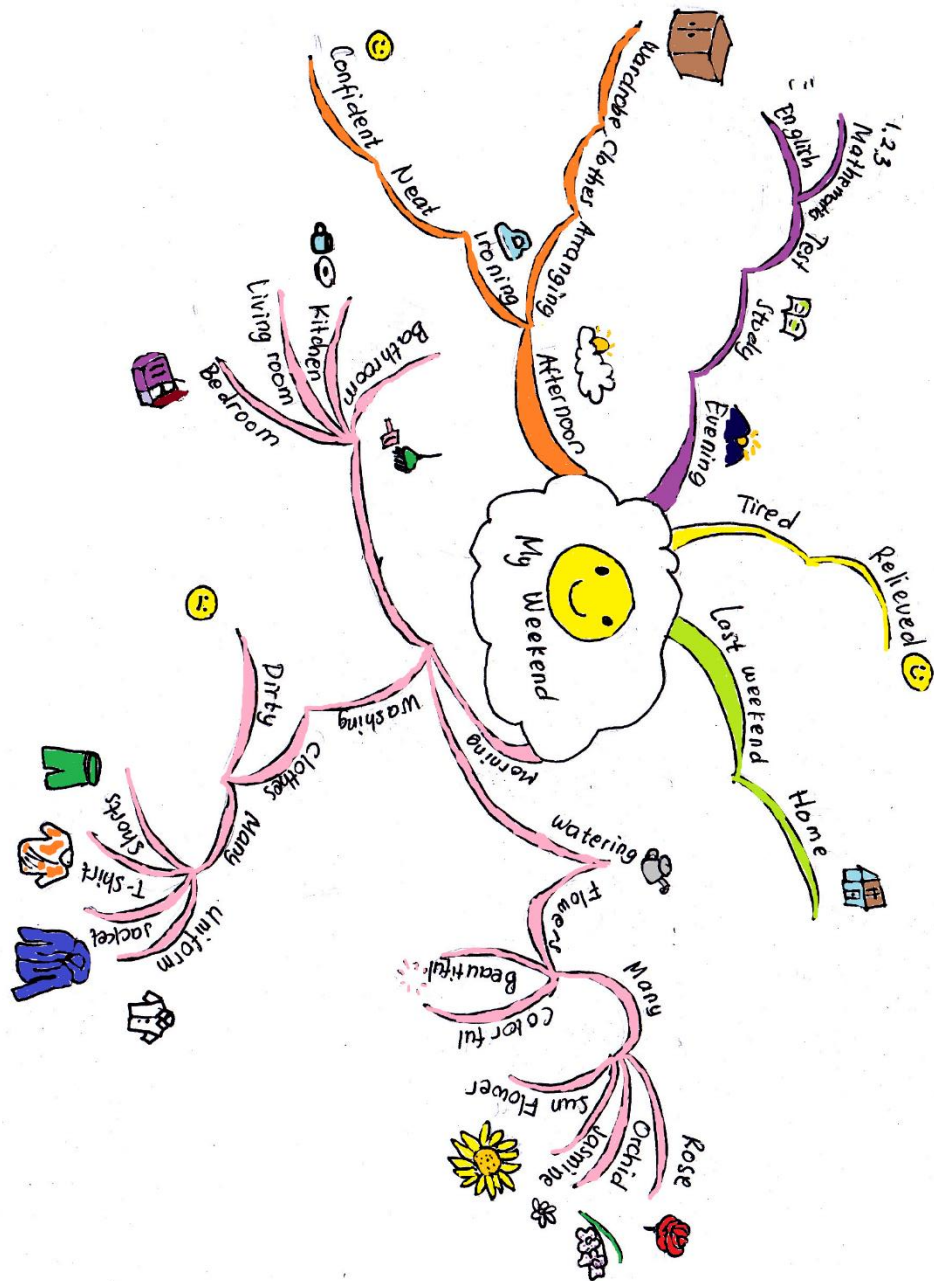
- Recount Text entitled My Weekend

My Weekend

Last weekend, I had nothing special to do. I only spent my weekend at home doing many things as usual. — Orientation

I watered my flowers in the morning. I had many flowers in my garden. There were rose, orchid, jasmine, sun flower, etc. They were so colorful and beautiful. I planted them by myself. Sometimes my mother also helped me to take care of them. I also washed my clothes. There were many clothes that I had to wash. There were jackets, uniform, T-shirt, shorts, etc. All of them were so dirty. Then, I helped my mother cleaned the house, living room, bedroom, kitchen, bathroom, etc. In the afternoon, I ironed the clothes. I liked neat clothes. They made me more confident. After that, I arranged my clothes in the wardrobe. In the evening, I prepared myself for a test on Sunday. I studied English and Mathematic. I was not too good in English and Mathematic. However, I liked them. — Sequence of events

It was a tired weekend because I had many activities. So, after I finished my study, I directly went to sleep until morning. — Reorientation

---

- An explanantion of the social function, generic structures and language features of recount text.

Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:

1. Orientation: inform the backgrounf information about who/ what, when and where.
2. Sequence of event: retell the events in the order whic they happened.
3. Reorientation: state the riter's personal comment.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time.

---

2. Material for production

Task In pairs, write a draft of a recount text at least 10 sentences based on the mind map.

C. Technique

   PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the students' weekend. 6. Mentioning the learning objective.	1. Greeting the teacher. 2. Praying. 3. Preparing theselves for the lesson. 4. Discussing their weekend. 5. Listening to the teacher.
Main Activities		
Presentation	1. Showing a mind map of "My Weekend" and a recount text entitled "My Weekend". 2. With the teacher's guidance identify the social purpose, generic structure and the language features of the text. 3. Explaining how to make a mind map and to	1. Paying attention to the mind map and the text. 2. Identify the social function, generic structure and language features of the text. 3. Listening to the teacher.

	develop a text based on the mind map.	
	4. Giving the students chanches to ask if there is anything unclear.	4. Asking.
Practice	1. Giving the students' writings from the previous meeting and giving feedback.	1. Receiving their writing and listening the teacher.
	2. Asking the students to revise their writing and monitoring.	2. Revising their writing
	3. Giving the students chanches to ask if there is anything unclear.	3. Asking.
Production	1. Asking the students to do the task and monitoring.	1. Doing the task.
	2. Collecting the students' writing.	2. Collecting their writing.
Closing Activities		
	1. Reviewing the lesson.	1. Reviewing the lesson.
	2. Previewing the next meeting	2. Listening the teacher.
	3. Saying thank you and ending the lesson.	3. Ending the lesson.

E. Media
  • LCD

F. Sources
    http://arieftirta.wordpress.com/2009/12/09/weekend/

G. Assessment
    a. Form   : Writing a recount text.
    b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
    c. Scoring: Score

Depok, 16 May 2013

English Teacher   Researcher

Kristin Tresnowati, S.Pd   Lismawati
NIP.   NIM. 09202241059

LESSON PLAN

CYCLE 2 (5ᵗʰ Meeting)

School   : SMP N 2 Depok

Subject   : English

Grade/ Semester   : VIII/ 2

Standard of competence:

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

Basic Competency   :

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

Indicator   :

1. Identifying the social function of recount texts.
2. Identifying the generic structure of recount texts.
3. Identifying the language features of recount texts.
4. Making a mind map.
5. Writing a recount text according to the situation given.

Text   : Recount

Theme   : Weekend

Skill   : Writing

Time Allocation   : 2 x 40 minutes

A. Objective

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

B. Materials
  1. Materials for presentation
     • Mind Mapping of "Unfortunate Weekend".

- Recount Text entitled Unfortunate Weekend

> ### Unfortunate Weekend
>
> Last weekend was my luckiest day ever. Many good things were coming toward me. ⎤ Orientation
>
> When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. Therefore, I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. Next, I began my jogging and saw my gorgeous neighbor, jogging to. I though it was a good fortune to omit the gap between us. I jogged to him and said hello. However, how poor of me, it was not him. He was just someone I never met before who looked like him. I was going home with people laughed at me along side of the street. When I got home, the breakfast was already settled and I immediately spooned a big portion of rice and ate. After I had done my breakfast, my mother came up and said that the meal had not ready yet. She said that I might have a stomachache if I ate it. ⎤ Sequence of events
>
> It was proven, I had a stomachache for the next three days. I passed my weekend by lying down on bed and be served as a queen. That was not really bad, wasn't it?. ⎤ Reorientation

- An explanantion of the social function, generic structures and language features of recount text.

> Recount text is a text that retells past events usually in order in which they happened. The generic structure of recount text are:
>
> 1. Orientation: inform the backgrounf information about who/ what, when and where.
> 2. Sequence of event: retell the events in the order whic they happened.
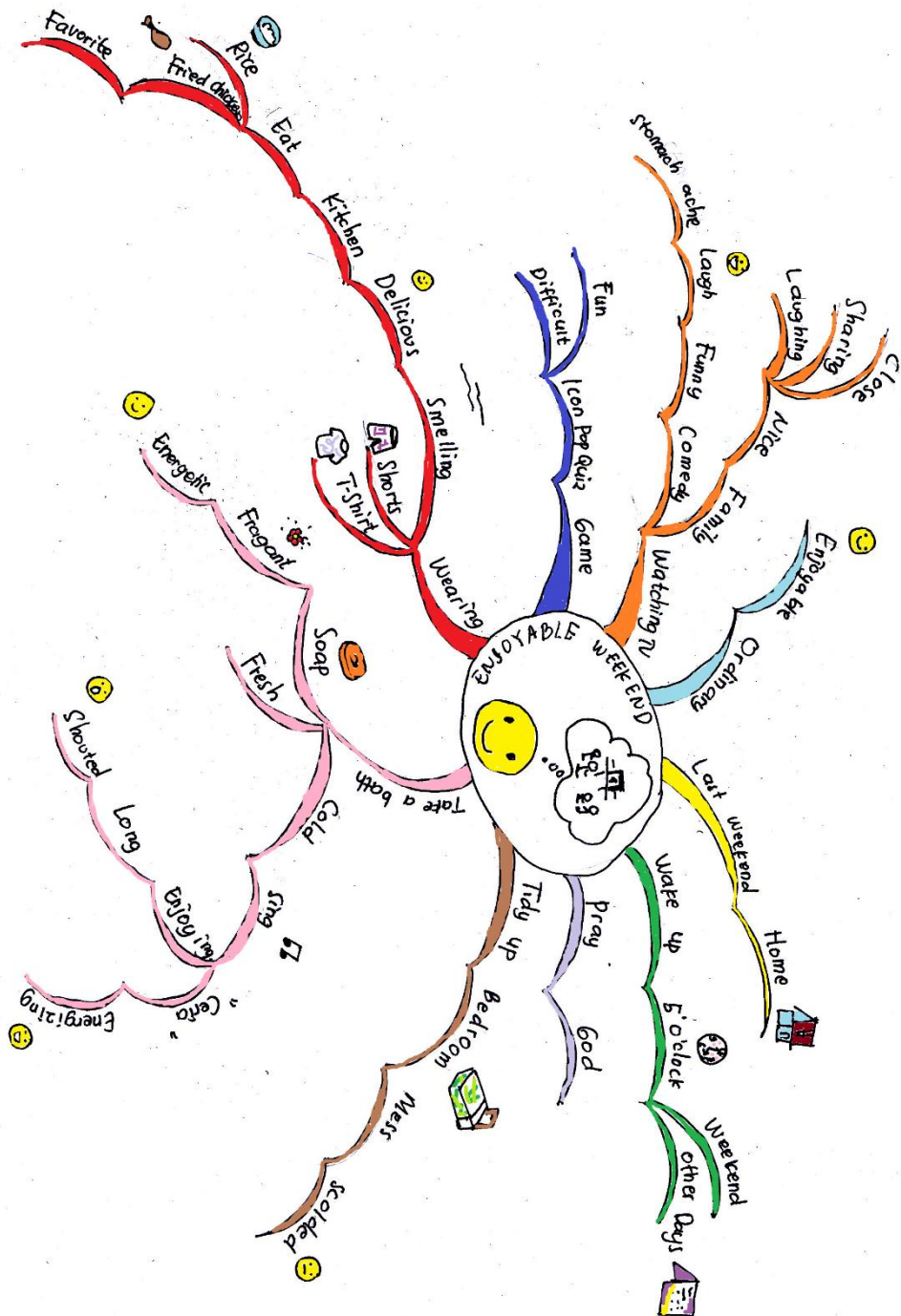> 3. Reorientation: state the riter's personal comment.
>
> The language features of recount text are:
>
> 1. The use of past tense
> 2. The use of conjunctions and time connectives to sequence the events
> 3. The use of adverbs and adverbial phrases to indicate time.

2. Material for production

Task

Write a recount text telling your past activities/ experience of your weekend at least 10 sentences. Draw your mind map first.

Name   :
Class   :
Student Number :

Write a recount text telling your past activities/ experience of your weekend at least 10 sentences. Draw your mind map first.

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

C. Technique

PPP (Presentation, Practice, Production)

D. Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Checking the students' readiness. 5. Discussing the previous meeting. 6. Mentioning the learning objective.	1. Greeting the teacher. 2. Praying. 3. Preparing theselves for the lesson. 4. Discussing the previous meeting. 5. Listening to the teacher.
Main Activities		
Presentation	1. Showing a mind map of "Unfortunate Weekend" and a recount text entitled "Unfortunate Weekend". 2. With the teacher's guidance identify the social purpose, generic structure and the language features of the text.	1. Paying attention to the mind map and the text. 2. Identify the social function, generic structure and language features of the text.

	3. Explaining how to make a mind map and how to develop a text based on a mind map.	3. Listening to the teacher.
	4. Giving the students chanches to ask if there is anything unclear.	4. Asking.
Practice	1. Asking the students to revise their writings from the previous meeting after given feedback.	1. Revising their writings.
	2. Giving the students chances to ask if there is anything unclear	2. Asking
Production	1. Asking the students to do the task individually.	1. Doing the task individually.
	2. Collecting the students' writing.	2. Collecting their writing.
Closing Activities		
	1. Checking the students' understanding.	1. Answering the teacher's questions.
	2. Reviewing the lesson.	2. Reviewing the lesson.
	3. Saying thank you and ending the lesson.	3. Ending the lesson.

E. Media
- LCD

F. Sources
  http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html

G. Assessment

   a. Form   : Writing a recount text.

   b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

   c. Scoring: Score

	Depok, May 16, 2013
English Teacher	Researcher
Kristin Tresnowati, S.Pd	Lismawati
NIP.	NIM. 09202241059

E. OBSERVATION CHECKLISTS

Observation Checklist

Cycle 1 (1ˢᵗ Meeting)
Day/ Date   : Thursday, May 1, 2013
Object   : Researcher
Observer   : Kristin Tresnowati S.Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.		√	
	4. Checking the students' readiness.	√		
	5. Discussing the students' unforgettable experience.	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Showing a recount text and discussing it.	√		
	2. Showing a mind map and discussing it.	√		
	3. Explaining the text and the mind map.	√		
	4. Guiding the students identify the social function, generic structure and the language features of the text.	√		
	5. Giving the students chances to ask.	√		
	6. Asking the students to do Task 1 and monitoring.	√		
	7. Checking the students' works.	√		
	8. Asking the students to do Task 2 and monitoring.	√		
	9. Checking the students' works.	√		
	10. Giving the students chances to ask.	√		
	11. Asking the students to do Task 3 and monitoring.	√		
	12. Collecting the students' writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Observation Checklist

Cycle 1 (1st Meeting)

Day/ Date   : Thursday, May 1, 2013
Object   : Students
Observer   : Kristin Tresnowati S.Pd.

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

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the teacher.	√		
	2. Praying.	√		
	3. Preparing themselves for the lesson.	√		
	4. Discussing their unforgettable experience.	√		
	5. Listening the teacher.	√		
B	Main	√		
	1. Paying attention to the recount text and discussing it.	√		
	2. Paying attention to the mind map and discussing it.	√		
	3. Listening the teacher.	√		
	4. Identifying the social function, generic structure and the language features of the text.	√		
	5. Asking.	√		
	6. Doing Task 1.	√		
	7. Checking their works.	√		
	8. Doing Task 2.	√		
	9. Checking their works.	√		
	10. Asking.	√		
	11. Doing Task 3.	√		
	12. Collecting their writing.		√	
C	Closing			
	1. Reviewing the lesson.	√		
	2. Listening the teacher.	√		
	3. Ending the lesson.	√		

Observation Checklist

Cycle 1 (2nd Meeting)

Day/ Date   : Wednesday, May 8, 2013
Object   : Researcher
Observer   : Kristin Tresnowati S. Pd.
Check each item in the column that most clearly represents your observation and
write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		Not Complete
	5. Discussing the students' experience on camping.	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Showing a mind map and a recount text.	√		
	2. Explaining how to use a mind map to develop a recount text.	√		
	3. Guiding the students identify the social function, generic structure and the language features of the text.	√		
	4. Explaining how to make a mind map.	√		
	5. Giving the students chances to ask.	√		
	6. Asking the students to do Task 1 and monitoring.	√		
	7. Checking the students' works.	√		
	8. Giving the students chances to ask.	√		
	9. Asking the students to do Task 2 and monitoring.	√		
	10. Collecting the students' writing.		√	
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Observation Checklist

Cycle 1 (2nd Meeting)
Day/ Date   : Wednesday, May 8, 2013
Object   : Students
Observer   : Kristin Tresnowati S.Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the teacher.	√		
	2. Praying.	√		
	3. Preparing themselves for the lesson.	√		
	4. Discussing their experience on camping.	√		
	5. Listening the teacher.	√		
B	Main	√		
	1. Paying attention to the mind map and recount text shown.	√		
	2. Listening the teacher.	√		
	3. Identifying the social function, generic structure and the language features of the text.	√		
	4. Listening the teacher's explanation.	√		
	5. Asking.	√		
	6. Doing Task 1.	√		
	7. Checking their works.	√		
	8. Asking.		√	
	9. Doing Task 2.	√		
	10. Collecting their writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Listening the teacher.	√		
	3. Ending the lesson.	√		

Observation Checklist

Cycle 1 (3r^d Meeting)

Day/ Date   : Wednesday, May 15, 2013
Object   : Researcher
Observer   : Kristin Tresnowati S. Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		
	5. Discussing the students' holiday.	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Showing a mind map and a recount text.	√		
	2. Explaining how to use a mind map to develop a recount text.	√		
	3. Guiding the students identify the social function, generic structure and the language features of the text.	√		
	4. Explaining how to make a mind map.	√		
	5. Giving the students chances to ask.	√		
	6. Asking the students to do the task individually and monitoring.	√		
	7. Collecting the students' writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Observation Checklist

Cycle 1 (3ʳᵈ Meeting)
Day/ Date   : Wednesday, May 15, 2013
Object   : Students
Observer   : Kristin Tresnowati S.Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the teacher.	√		
	2. Praying.	√		
	3. Preparing themselves for the lesson.	√		
	4. Discussing their holiday.	√		
	5. Listening the teacher.	√		
B	Main			
	1. Paying attention to the mind map and recount text shown.	√		
	2. Listening the teacher.	√		
	3. Identifying the social function, generic structure and the language features of the text.	√		
	4. Listening the teacher's explanation.	√		
	5. Asking.	√		
	6. Doing task individually.	√		
	7. Collecting their writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Listening the teacher.	√		
	3. Ending the lesson.	√		

Observation Checklist

Cycle 2 (4th Meeting)

Day/ Date   : Wednesday, May 22, 2013
Object   : Researcher
Observer   : Kristin Tresnowati S. Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		
	5. Discussing the students' weekend.	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Showing a mind map and a recount text.	√		
	2. Guiding the students identify the social function, generic structure and the language features of the text.	√		
	3. Explaining how to make a mind map and how to develop a text based on the mind map.	√		
	4. Giving the students chances to ask.	√		
	5. Giving the students' writing from the previous meeting and giving feedback.	√		
	6. Asking the students to revise their writings and monitoring.	√		
	7. Giving the students chances to ask.	√		
	8. Asking the students to do the task in pairs and monitoring.	√		
	9. Collecting the students' writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Observation Checklist

Cycle 1 (4ᵗʰ Meeting)
Day/ Date   : Wednesday, May 22, 2013
Object   : Students
Observer   : Kristin Tresnowati S.Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the teacher.	√		
	2. Praying.	√		
	3. Preparing themselves for the lesson.	√		
	4. Discussing their weekend.	√		
	5. Listening the teacher.	√		
B	Main			
	1. Paying attention to the mind map and recount text shown.	√		
	2. Identifying the social function, generic structure and the language features of the text.	√		
	3. Listening the teacher's explanation.	√		
	4. Asking.	√		
	5. Receiving their writings from the previous meeting and listening to/ writing the feedback given the teacher.	√		
	6. Revising their writing.	√		
	7. Asking	√		
	8. Doing task in pairs.	√		
	9. Collecting their writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Listening the teacher.	√		
	3. Ending the lesson.	√		

Observation Checklist

Cycle 2 (5th Meeting)

Day/ Date   : Wednesday, May 23, 2013
Object   : Researcher
Observer   : Kristin Tresnowati S. Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		
	5. Discussing the previous meeting.	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Showing a mind map and a recount text.	√		
	2. Guiding the students identify the social function, generic structure and the language features of the text.	√		
	3. Explaining how to make a mind map and how to develop a text based on the mind map.	√		
	4. Giving the students chances to ask.	√		
	5. Giving the students' writing from the previous meeting and giving feedback.	√		
	6. Asking the students to revise their writings and monitoring.	√		
	7. Giving the students chances to ask.	√		
	8. Asking the students to do the task individually.	√		
	9. Collecting the students' writing.	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Observation Checklist

Cycle 1 (5th Meeting)
Day/ Date   : Wednesday, May 23, 2013
Object   : Students
Observer   : Kristin Tresnowati S.Pd.
Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the teacher.	√		
	2. Praying.	√		
	3. Preparing themselves for the lesson.	√		
	4. Discussing the previous meeting.	√		
	5. Listening the teacher.	√		
B	Main			
	1. Paying attention to the mind map and recount text shown.	√		
	2. Identifying the social function, generic structure and the language features of the text.	√		
	3. Listening the teacher's explanation.	√		
	4. Asking.	√		
	5. Receiving their writings from the previous meeting and listening to/ writing the feedback given the teacher.	√		
	6. Revising their writing.	√		
	7. Asking	√		
	8. Doing task individually.	√		
	9. Collecting their writing.	√		
C	Closing			
	4. Reviewing the lesson.	√		
	5. Listening the teacher.	√		
	6. Ending the lesson.	√		

F. WRITING RUBRIC
AND
THE STUDENTS' SCORE

WRITING RUBRIC

Aspects	Criteria	Scores
Content	- Relevant to topic.	4
	- Mostly relevant to topic but lacks detail.	3
	- Inadequate development of topic.	2
	- Not relevant to topic.	1
Organization	- Ideas clearly stated and supported, well-organized, cohesive.	4
	- Loosely organized but main ideas stand out, not well-organized.	3
	- Ideas confused or even no main ideas, bad organization.	2
	- Does not communicate, no organization.	1
Vocabulary	- Effective word/ idiom choice and usage.	4
	- Occasional errors of word/ idiom form, choice, and usage.	3
	- Frequent errors of word/ idiom form, choice, and usage.	2
	- Little knowledge of English vocabulary, idioms, and word form.	1
Language Use	- Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	4
	- Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	3
	- Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	2
	- Dominated by errors.	1
Mechanics	- Few errors of spelling, punctuation, capitalization, and paragraphing.	4
	- Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
	- Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
	- Dominated by errors.	1

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

THE RESULT OF THE STUDENTS' WRITING IN CONTENT

Ss	Pre-test		Cycle 1		Cycle 2		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	2	4	4	4	4	4	4
2			4	4	4	4	4	4
3	2	2	4	3	2	2	2	2
4	2	2	4	3	3	2	4	4
5	3	3			4	4	4	4
6	2	2	4	4	4	4	4	4
7	3	4	4	3	4	4	4	4
8	3	3	1	3	4	4	4	4
9	2	3			3	2	2	2
10	4	4	4	4	3	4	4	4
11	2	3	4	4	4	4	4	4
12	2	2	4	3	4	4	4	4
13	2	2	4	3	4	4	4	4
14	2	2	4	4	3	4	4	4
15	3	3	4	4	4	4	4	4
16	3	3	4	3	4	4	4	4
17	4	4	4	4	4	4	4	4
18	3	3	4	3	3	4	3	4
19	2	2	4	3	4	4	4	4
20	2	2	4	2	4	3	3	4
21	3	3	4	3	3	2	3	3
22	2	2	4	3	4	3	2	2
23	3	3	4	2	4	4	2	2
24	4	4			4	4	3	3
25	2	2	4	3	4	4	4	4
26	3	3	4	4	3	4	4	4
27	2	2	4	2	2	2	3	3
28	2	2	4	4	4	3	4	4
29	2	3	4	4	3	2	4	3
30	3	3	4	2	4	3	4	4
31	3	4	4	4	3	4	4	4
32	2	2	4	3	2	2	2	2
33	3	3	4	3	3	4	4	4
34			3	3	4	4	2	2
35	2	2	4	3	4	4	4	4
36	2	3	4	3	4	3	4	4
Mean Score	86	92	128	107	128	125	127	128

THE RESULT OF THE STUDENTS' WRITING IN ORGANIZATION

Ss	Pre-test		Cycle 1		Cycle 2		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	4	4	3	3	4	4	4	4
2	4	3			4	4	4	4
3	3	3	4	4	2	4	2	3
4	3	3	2	3	4	3	4	4
5			4	4	4	4	3	4
6	2	3	4	4	4	4	3	4
7	4	3	4	4	4	4	4	4
8	4	3	4	3	4	4	3	4
9			4	3	3	4	2	4
10	4	3	4	4	4	4	4	4
11	4	3	3	3	3	4	4	4
12	4	3	4	4	4	3	3	4
13	4	3	4	4	4	4	4	4
14	4	3	2	2	3	4	2	3
15	3	3	3	4	4	3	3	4
16	4	3	3	3	3	4	4	4
17	3	3	4	4	4	4	4	4
18	4	3	3	3	3	3	3	4
19	4	3	3	3	4	3	4	4
20	3	3	3	3	2	3	3	3
21	4	3	4	4	2	4	2	3
22	4	3	2	3	3	3	2	2
23	2	3	4	4	4	4	3	4
24			4	4	2	4	3	3
25	4	3	4	4	4	4	4	4
26	4	4	4	4	4	4	4	4
27	3	3	3	3	2	3	4	3
28	4	3	4	4	3	3	4	4
29	4	4	2	2	3	4	4	4
30	3	3	3	2	3	3	4	4
31	4	3	4	4	4	4	4	4
32	3	4	3	2	2	2	2	2
33	4	3	4	4	4	4	4	4
34	3	3			4	4	4	4
35	4	3	3	4	4	4	4	4
36	4	3	2	3	3	3	4	4
Mean Score	119	103	115	116	122	131	123	134

THE RESULT OF THE STUDENTS' WRITING IN VOCABULARY

Ss	Pre-test		Cycle 1		Cycle 2		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	3	3	4	4	3	4	4	4
2	4	3			3	3	3	4
3	3	2	3	3	2	4	3	4
4	3	2	2	4	3	4	4	4
5			3	3	4	4	3	4
6	4	3	3	4	3	4	3	3
7	3	3	4	3	4	4	3	3
8	4	3	3	4	4	4	3	3
9			4	4	3	4	3	3
10	3	3	4	4	4	4	4	4
11	4	3	3	4	4	4	3	3
12	4	2	3	4	4	4	4	4
13	4	3	4	4	4	4	4	4
14	4	2	3	3	3	4	3	4
15	3	3	3	4	3	3	3	4
16	4	3	2	3	3	3	3	3
17	3	3	4	4	3	4	3	3
18	4	3	4	4	3	3	2	3
19	4	4	2	3	4	4	4	4
20	3	3	2	3	2	3	2	3
21	4	3	2	3	2	3	2	3
22	4	2	2	3	3	3	3	3
23	2	3	2	3	4	4	2	3
24			3	3	3	3	2	3
25	3	3	4	4	3	3	4	4
26	4	3	4	4	4	4	3	4
27	3	2	3	3	2	3	3	3
28	3	2	2	4	2	4	3	3
29	3	3	3	3	3	3	4	4
30	2	2	2	3	3	3	3	4
31	4	3	4	4	4	4	4	4
32	2	2	2	3	3	3	3	4
33	4	3	4	4	3	3	4	4
34	3	2			4	4	3	4
35	4	3	4	4	2	3	4	4
36	3	3	3	4	3	3	3	4
Mean Score	112	90	104	121	114	128	114	129

THE RESULT OF THE STUDENTS' WRITING IN LANGUAGE USE

Ss	Pre-test		Cycle 1		Cycle 2		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	3	4	4	4	3	4	4
2	3	3			4	4	4	4
3	2	2	1	1	3	2	1	1
4	2	3	2	2	2	2	4	4
5			2	3	3	4	4	4
6	2	2	1	1	3	3	3	3
7	2	3	3	3	3	3	4	4
8	4	3	2	2	4	4	4	4
9			4	4	2	3	4	4
10	2	3	4	4	4	4	4	4
11	3	3	3	3	4	4	4	4
12	3	2	2	3	3	3	3	4
13	3	2	3	3	4	3	4	4
14	2	2	2	2	2	2	3	3
15	1	3	2	2	2	2	3	3
16	3	3	4	2	2	3	3	3
17	2	3	4	4	4	3	4	4
18	2	2	2	2	2	2	3	3
19	3	3	3	3	3	4	4	4
20	2	3	2	2	3	4	3	3
21	3	2	2	2	2	2	2	2
22	3	3	2	2	3	2	2	2
23	3	3	2	2	4	3	3	4
24			3	3	2	2	3	4
25	3	3	3	3	4	2	4	4
26	3	3	4	4	4	3	4	4
27	2	2	1	1	2	2	3	3
28	2	2	1	1	2	2	3	3
29	2	2	1	1	3	2	3	3
30	2	2	3	3	3	3	3	3
31	4	3	4	4	4	3	4	4
32	3	3	2	2	2	2	4	4
33	2	3	4	4	4	3	4	4
34	2	2			3	2	4	4
35	3	3	3	3	4	3	4	4
36	2	3	4	4	3	3	3	3
Mean Score	82	87	89	89	110	101	123	126

THE RESULT OF THE STUDENTS' WRITING MECHANICS

Ss	Pre-test		Cycle 1		Cycle 2		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	2	3	4	3	4	4	4	4
2	4	3			4	4	4	4
3	3	2	3	4	4	3	2	4
4	2	2	2	4	4	2	4	4
5			4	4	2	4	3	4
6	4	2	3	4	4	3	3	4
7	4	3	4	4	4	4	4	4
8	3	3	4	4	4	4	4	4
9			4	4	3	3	3	4
10	4	3	4	4	4	4	4	4
11	3	3	3	4	4	4	4	4
12	4	2	2	3	2	3	3	4
13	4	3	4	4	4	4	4	4
14	4	2	1	1	3	2	2	2
15	3	3	4	4	4	3	4	3
16	4	3	4	4	3	3	4	4
17	3	3	2	3	2	3	4	4
18	3	3	4	4	4	3	3	4
19	3	3	4	4	4	3	4	4
20	4	2	3	3	2	4	3	4
21	2	3	3	4	3	4	4	4
22	3	2	3	3	2	2	2	3
23	3	2	2	2	3	2	3	4
24			3	4	2	2	3	4
25	3	3	4	4	4	3	4	4
26	2	3	4	4	4	3	4	4
27	4	2	2	2	3	3	3	4
28	4	2	3	4	4	4	4	4
29	4	2	3	4	3	4	3	4
30	4	2	4	4	3	4	3	4
31	3	3	4	4	4	4	4	4
32	3	2	2	2	2	2	4	3
33	4	2	3	4	4	4	3	4
34	4	2			3	4	4	4
35	4	3	3	4	4	4	4	4
36	4	2	3	3	3	4	4	4
Mean Score	112	83	109	121	120	120	126	139

G. THE STDUENTS' WRITING

Name : Dhea Maysa Putri.

Class : VIIID

Student Number : 7 =)

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

Orientation Who? Where? When? e.g. Last week, I ~~went~~ to the Gembiraloka Zoo with my family.	<u>My First CupCakes.</u> Last Week My mom and I made a Cupcakes. First, we went to the Cake Store. We buy some Material. We buy some egg, 1 kg Flour, ½ Sugar, so on. Second, We back at home and go to Kitchen.
Sequence of events 1. First, we went to the ticket box to buy tickets. 2. Second, ---- 3. Then,------- 4. After that, - 5. Finally, ---- 	After that, We make the dough. We will make two Flavour, chocolate and Blueberry. the Chocolate Flavour it make by Choco Jam, and the Blueberry Flavour it make by Blueberry Juice. Finally, We cook the dough in Oven.
Reorientation (Personal Comment). e.g. It was a nice weekend.	When the Cupcakes already, So the CupCakes ready to add the garnish. So it's my First CupCakes. I like it, Very Delicius.

Student's Worksheet

Name : Elsa Lutfia Chandra

Class : 8D

Student Number : 10

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

Orientation Who? Where? When? e.g. Last week, I went to the Gembiraloka Zoo with my family.	**Watching a film** Last holiday, I and my best friend name Bella have a plan to watched a new movie at cinema. We meet at my home. After Bella arrived at my home, we rest a moment to planning what we wanna do there. And finally we going to Amplaz.
Sequence of events 1. First, we went to the ticket box to buy tickets. 2. Second, ---- 3. Then,-------- ----- 4. After that, - ------------- 5. Finally, ---- ----------	Arrived there we looked around to see something Interesting. We going to KFC to have a break fast. we buy two cup of cream soup. But, what a Shame! Bella forget her wallet. And finally we paid that with my money. After we breakfast, we back to Bella's house by a busway. Praise to be God, the wallet is leaved at Bella's room. So, we back to Amplaz and choose the movie.
Reorientation (Personal Comment). e.g. It was a nice weekend.	There, we buy the ticket and waiting the movie began. After we buy some snack and waited for a long time, finally we watch the movie. That day make we tired, really tired. But we never forget that!

Name : Febrianto dwi .W.

Class : VIII D

Student Number : 13

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

Orientation Who? Where? When? e.g. Last week, I went to the Gembiraloka Zoo with my family. **Sequence of events** 1. First, we went to the ticket box to buy tickets. 2. Second, --- 3. Then,------------- 4. After that, ------------- 5. Finally, ------------- **Reorientation** (Personal Comment). e.g. It was a nice weekend.	**My Holiday at Home** Last week, I just spend my holiday at home. First, I woke up at seven o'clock. Then I went to the Bathroom and take a bath. After that, I ate my breakfast. My breakfast is Cereal. Then, I played Computer. I played Call of Duty, Border land. And I turn of the computer. I went to the Bathroom and washed my face. And I come back to sleep. It was a nice holiday. ᵔᵕᵔ

Name   : Inditria Nur Imani

Class   : VIII D

Student Number : 16

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

Orientation Who? Where? When? e.g. Last week, I went to the Gembiraloka Zoo with my family.	<u>My Holiday in Indrayanti Beach</u> Last month I and my Family went to Indrayanti Beach. We went around the Indrayanti beach by motorcycle.
Sequence of events 1. First, we went to the ticket box to buy tickets. 2. Second, ---- 3. Then,------- ------ 4. After that, - ----------- 5. Finally, ---- ----------	First we went to the ticket box to buy tickets. Second i and my Family Playing sand and Playing water. In the Indrayanti beach weather very hot. Then i and my Family to buy coconut water. Then we went eat in the restaurant. Finally we buy Souvenir in the store. I bought a small painting For my bedroom. And my parents bought snack.
Reorientation (Personal Comment). e.g. It was a nice weekend.	It was one of the nicest vocations I have ever taken.

Student's Worksheet

Name   : Nur Annisa Rachmawati

Class   : VIII D / 8 D

Student Number : 28.

Write down a recount text, telling your past experiences/ activities at least 10 sentences in three paragraphs.

Orientation Who? Where? When? e.g. Last week, I went to the Gembiraloka Zoo with my family.	**My Holiday in Sambisari temple** Last year me and my friend went to Sambisari Temple. Me and my friend went to Sambisari Temple use motorcycle. I went to Sambisari Temple for photo - photo. After that me and my friend read to history Sambisari Temple. Then I went to Mead ball Pak Narto. That very nice. Finally me and my friend go to home. I was so tired, but happy. It's day it's very fine. Day that not shall ever I forget.
Sequence of events 1. First, we went to the ticket box to buy tickets. 2. Second, ---- 3. Then,------------- 4. After that, ------------- 5. Finally, -----------------	
Reorientation (Personal Comment). e.g. It was a nice weekend.	

CYCLE 1

Name   : Dhea Maysa Putri.
Class   : VIIID
Student Number : 07 [Seven] ᵔᵕᵔ
Write a recount text telling your holiday at least 10
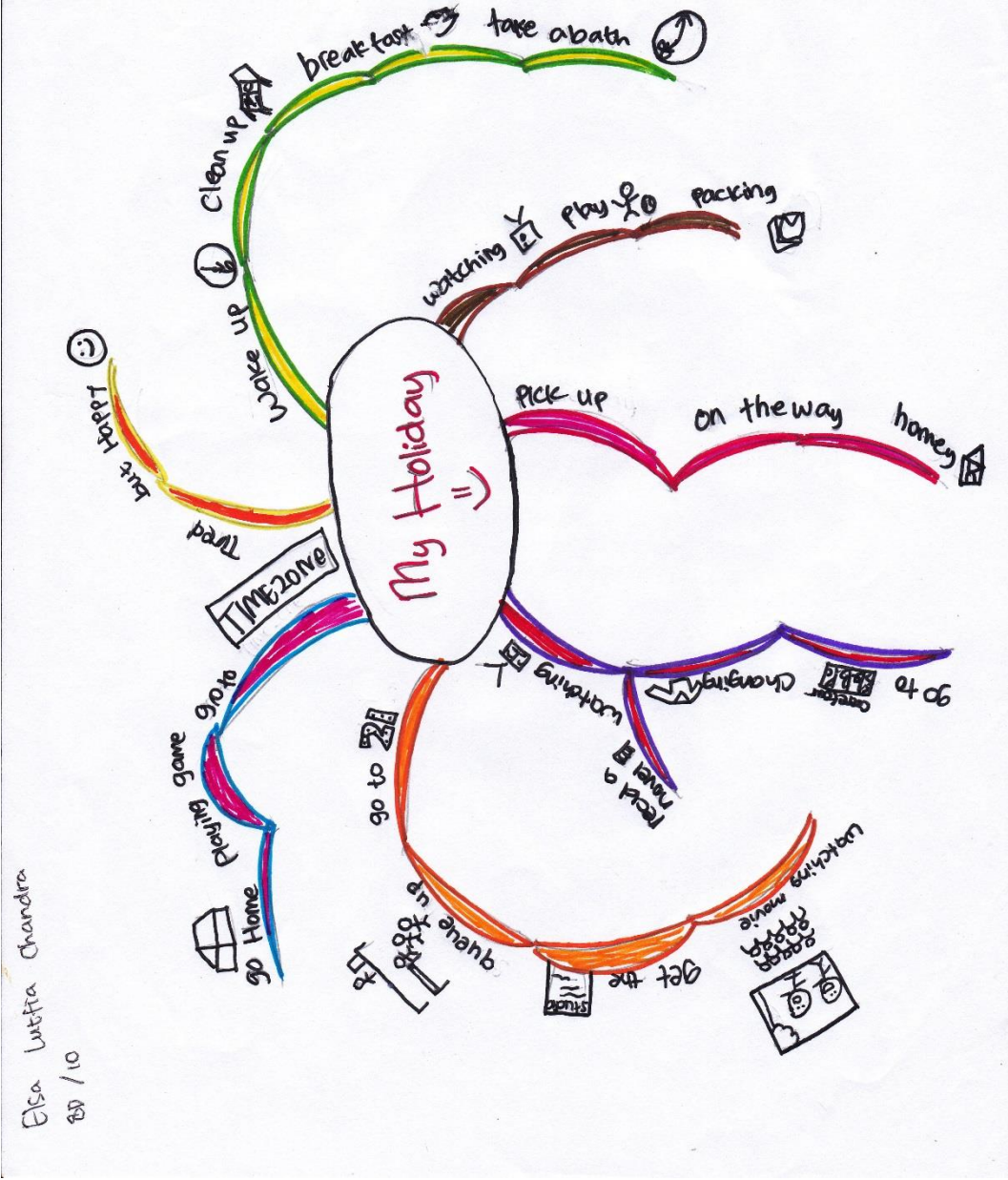sentences in three paragraphs. Draw your mind map
first.
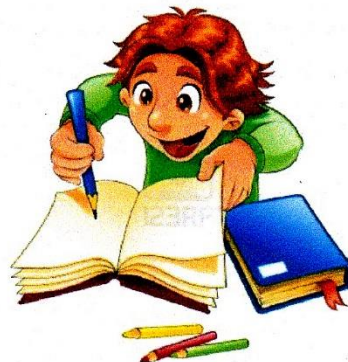
ᵔᵕᵔ My Holiday ☺

Last Week in Sunday Morning, I wake up
at 5 o'clock, then go to Bathroom to take a
bath. After that Iam felt very hungry, so I go to
cooking. Then the food ready, so I go to ate.
next, I cleaning my bedroom!

In the afternoon I watch my favorite
program in TV. Then my mother command me
to washed some clothes. After that Iam go
to my bed and send message to my best
friend, then I open my Facebook and Twitter.

At 2 a.m I take nap. Then I wake
up, and I heard that my Mother will go
to mall, so I go to take a bath, and
I am Follow my mother to Mall.

In mall. First, I go to Sushi
Restaurant with my mother. After
that my mother invite me to shop in
Centro. I felt very happy.

Then Iam come back to home
with my mother. Today I very
happy. Then I go to Slept.

The End. ᵔᵕᵔ
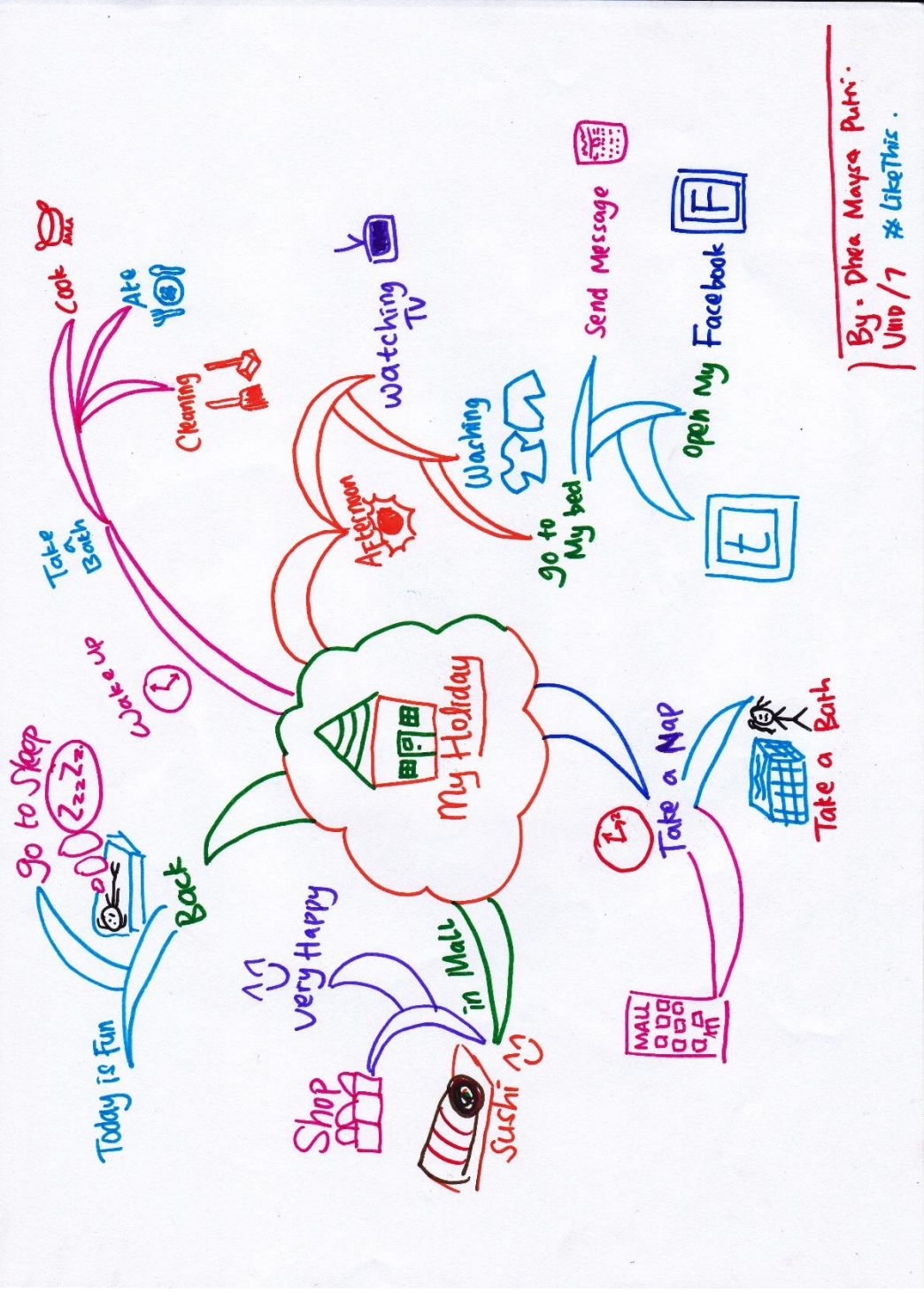
My Holiday

By. Dhea Mayra Putri.
VIIID/7 # LikeThis.
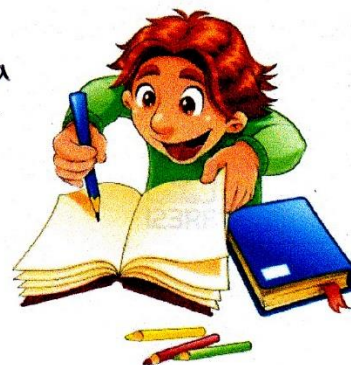
Cook
Ate
Cleaning
Take a Bath
Wake up
Go to Sleep
Today is Fun
Back
Very Happy
Shop
Sushi
in Mall
Watching TV
Washing
Send Message
Open My Facebook
go to My bed
Afternoon
Take a Nap
Take a Bath
MALL
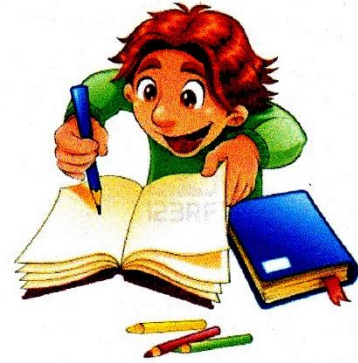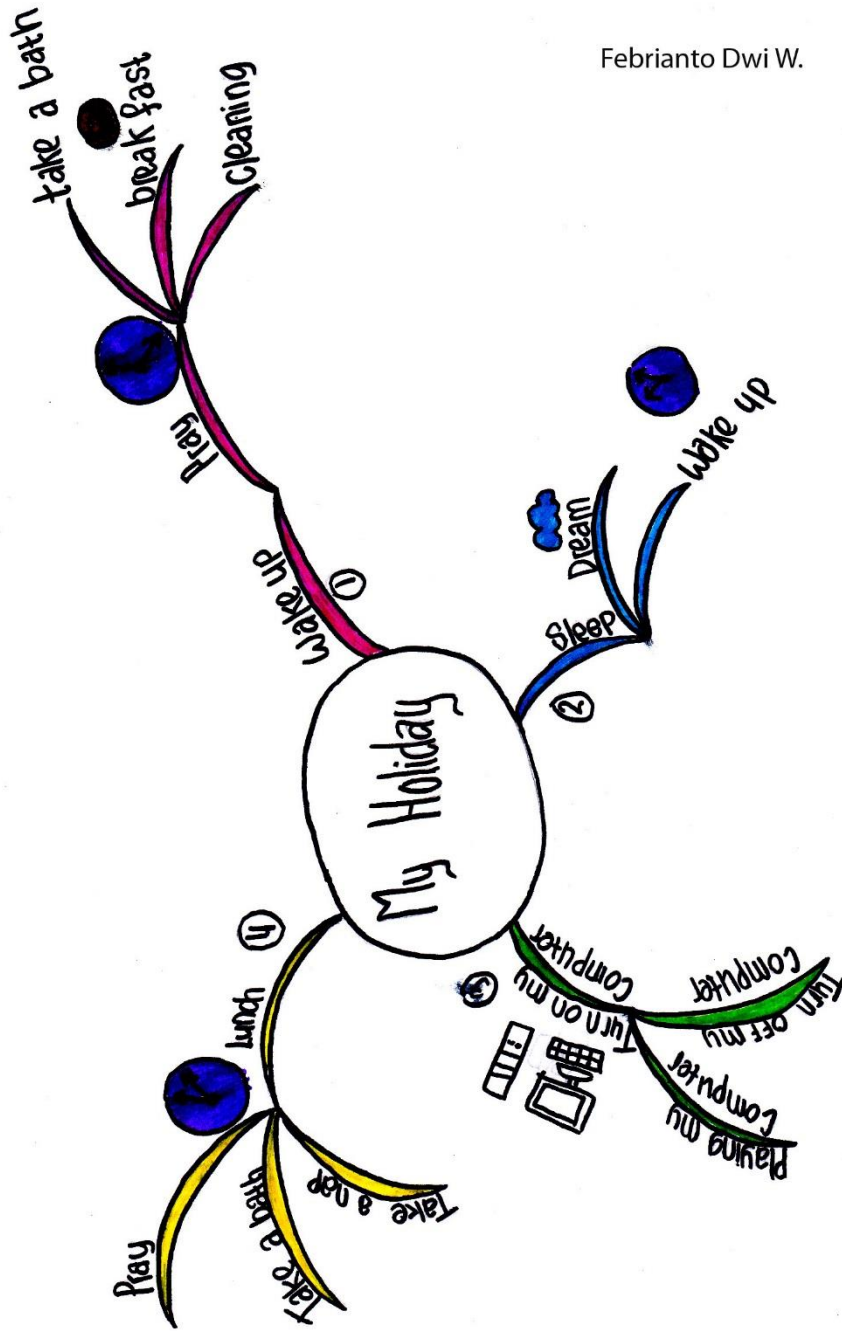
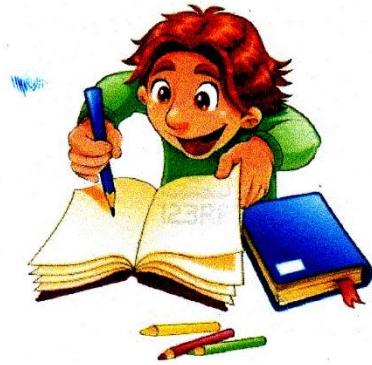Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

My Holiday

Last holiday, I had a full day.

First I woke up at 6 a.m. then I cleaned up my bed and have a breakfast. After that I took a bath.

After that I watched tv and played with my little brother, and then packed my bag.

At 10 a.m. I was picked up and spend my time on the way and about 10 quarter I was homey. At home I started with watched tv and read a novel. When I was bored I got idea to watched at cinema, then I invited my friend to accompaned me. I changed my clothes and went there.

There I went to 21 cinema and queued up. We spend time with queued up because long queue. After queued up for a long time, finally we got the ticket and then watched the movie. After we watched the movie we played many games at Timezone and then went home. That was a tired day, but I was really really happy. ☺

My Holiday mind map

- breakfast — take a bath
- Clean up
- Wake up
- but happy
- paul
- TIMEZONE
- watching — play — packing
- pick up — on the way — honey
- changing — go to
- watching a movie — recall a travel
- go to 2H
- queue up — get the — watching movie
- Playing game — go Home

Elsa Lutfia Chandra
80 / 10

Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

My Holiday

Last week, I woke up at 05.00 a.m and I prayed. After that, I take a bath and eat my break fast and I cleaning my room. Next, I sleep again. I wake up at 10.00 a.m. Then, I turn on my computer and I playing my computer. After I was satisfied, I turn off my computer. After that, I eat my lunch and I prayed. Then, I take a bath and I take a nap.

Febrianto Dwi W.

My Holiday

- ① Wake up
  - Pray
    - take a bath
    - break fast
    - Cleaning
- ② Sleep
  - Dream
  - Wake up
- ③ Turn on my computer
  - Turn off my computer
  - Playing my computer
- ④ Lunch
  - Play
  - Take a nap
  - Take a bath

Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

My Holiday

My holiday in the home with family. I wake up at 06:00 o'clock. Then I sports with my mother. After sport's I take a bath, then I breakfast. Then I with my brother watched television.

In the afternoon I'm played with my friends. I and my friends played football. Then I go home and lunch. After that I take a rap at 02:00 o'clock. After wake up I gardening. Then I take a bath and watched television.

Tonight I dinner, I dinner noodle. After dinner I watched television. I watched movie I like. I watched movie until at 09:00 o'clock. After that I slept at 09:00 o'clock.

Indritia Nur I

Name   : Nur Annisa Rachmawati
Class   : VIII D
Student Number : 28
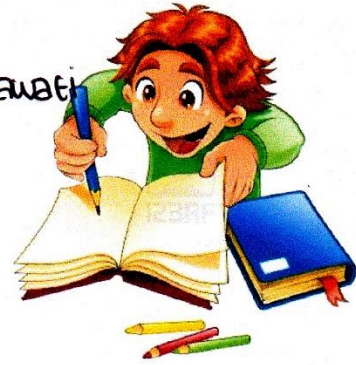
Write a recount text telling your holiday at least 10 sentences in three paragraphs. Draw your mind map first.

My Holiday

Last week, I wake up at 6:00 a.m, And then me tidying up in the bathroom, Finish me go to bath. After that me and my sister watching TV "Tom and Jerry". After that my sister and me go to eat.

After that me go to store my mom, me to help my mom in the store, Finish I go to home.

Afternoon my sister and me watching TV, And then we are eat in the kitchen. After that me go to sleep in the room. And wake up at 2:00 p.m.

After that me watching TV with my sister, finished me reading a "Perahu kertas". After that me and my friend go to Playing in the ground. Finished me go to home from to bath.
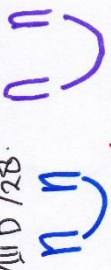
After that me and my sister eat, watching TV, And then me go to store my mom to help my mom. And then we are go to home.

In the home me read, After that me and sister and a mom eat. finished me studyed after that me sleeping.

Miss "me / I" I down now !!

Nama Nur Annisa Rachmawati
VIII D /28.
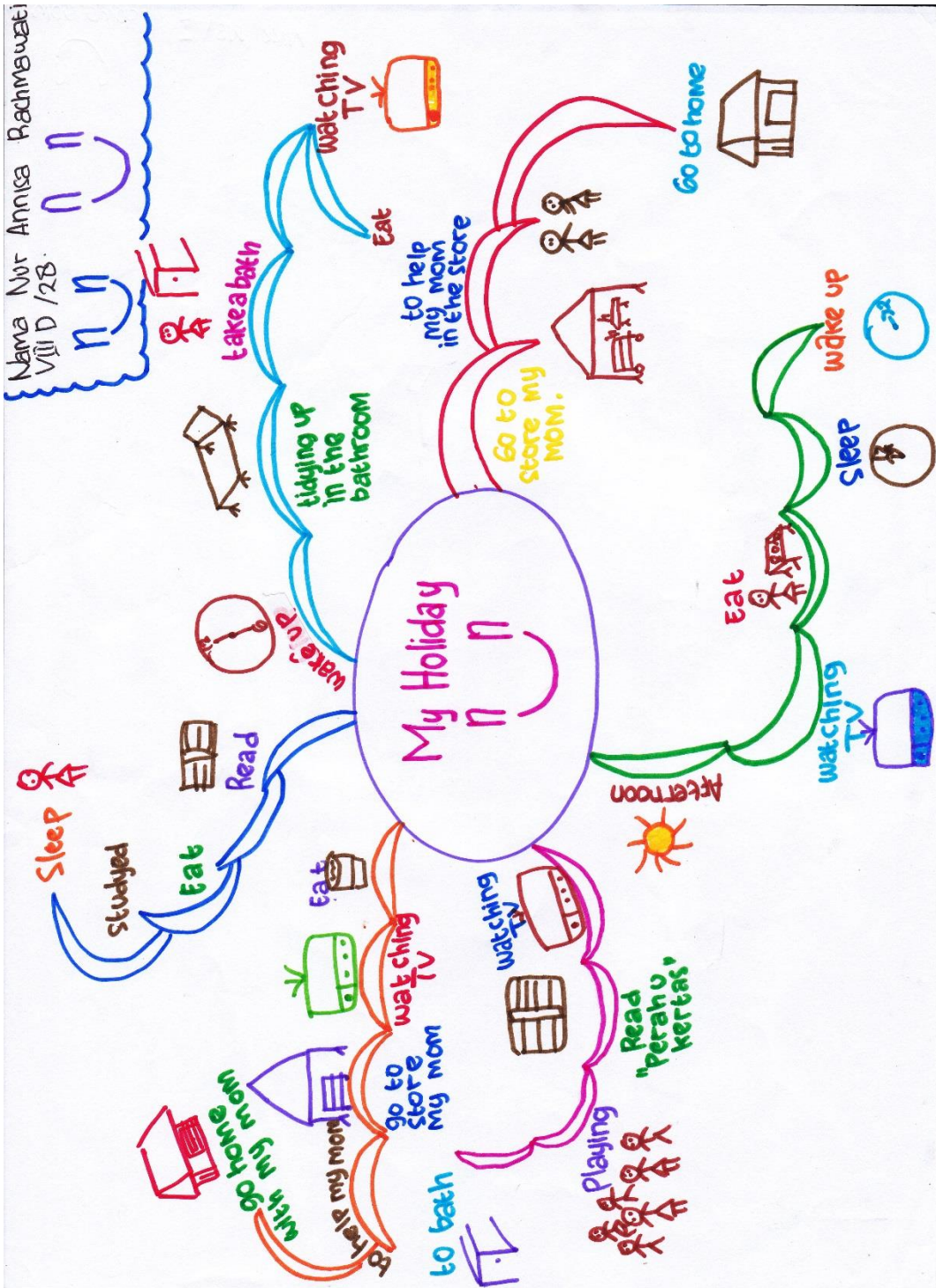
My Holiday ก ก

Watching TV
Eat
take a bath
tidying up in the bathroom
wake up

Go to home
to help my mom in the store
Go to store my mom.
wake up
Sleep
Eat
watching TV
Afternoon

Read
Sleep
Studyed
Eat
Eat
watching TV
go to store my mom
With my go home mom
to help my mom
to bath
watching TV
Playing
Read "Perahu kertas"

CYCLE 2

Write a recount text telling your past experience/ activities of your weekend at least 10 sentences. Draw your mind map first.
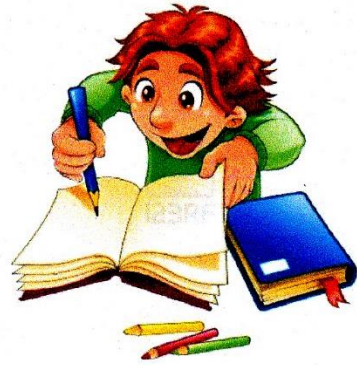
– Weekend –

Last week, I went to Ambarukmo Plaza.

In the morning I woke up and directly went to bathroom. After that, I felt hungry so, I went kitchen to cooked Indomie. Then the Indomie was done, I breakfast. After that, I went to watered flower.

In Afternoon, I and my Mother went to Ambarukmo Plaza. First, We went to Carefour, to bought Detergen, Many Snack, and Blanket. After that, we went to Centro. In Centro my Mother bought some Dress and I just bought a pair shoes. Then I felt hungry, So We went to Sushi Resto. In Shusi Resto We ate some various sushi, until finally we full. After that shoping at Ambarukmo Plaza we back to home.

Arrived at home I went bedroom for take a nap. Then, I woke up and I prayed. After that prayed, I went take a bath. Then, I went to living room. In living room I watched TV with my little brother. Then I leaving my little brother, because I would open my Twitter and Facebook.
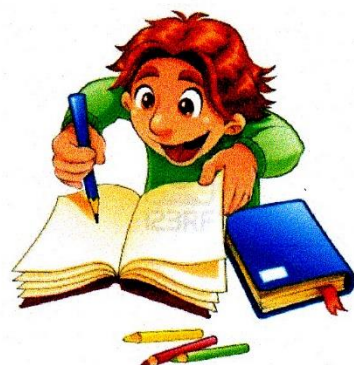
Today I felt happy and fun, but I felt tired too. Then I slept (Z₂₂Z₂₂Z).
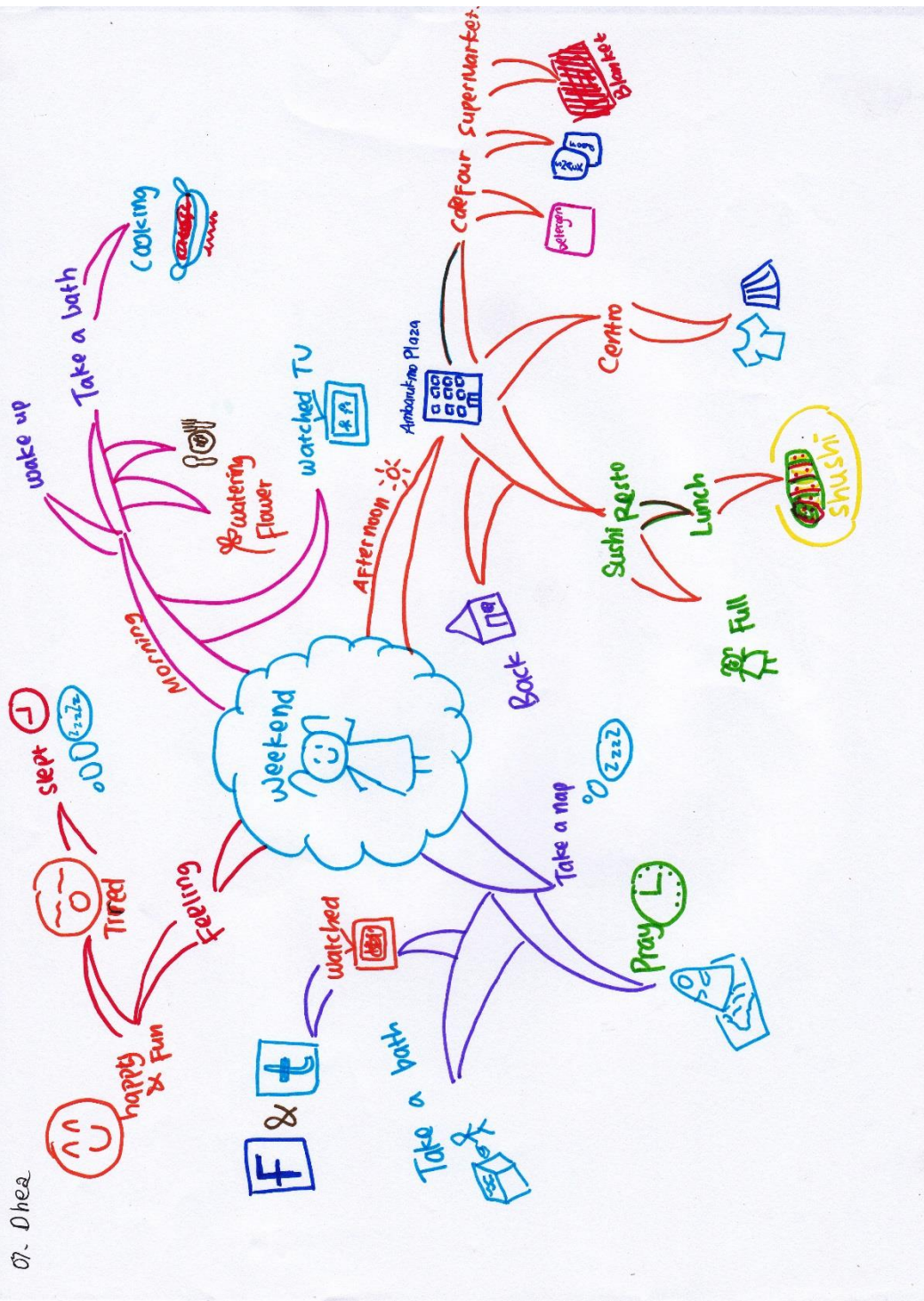
The END. ツ.

Write a recount text telling your past experience/
activities of your weekend at least 10 sentences. Draw
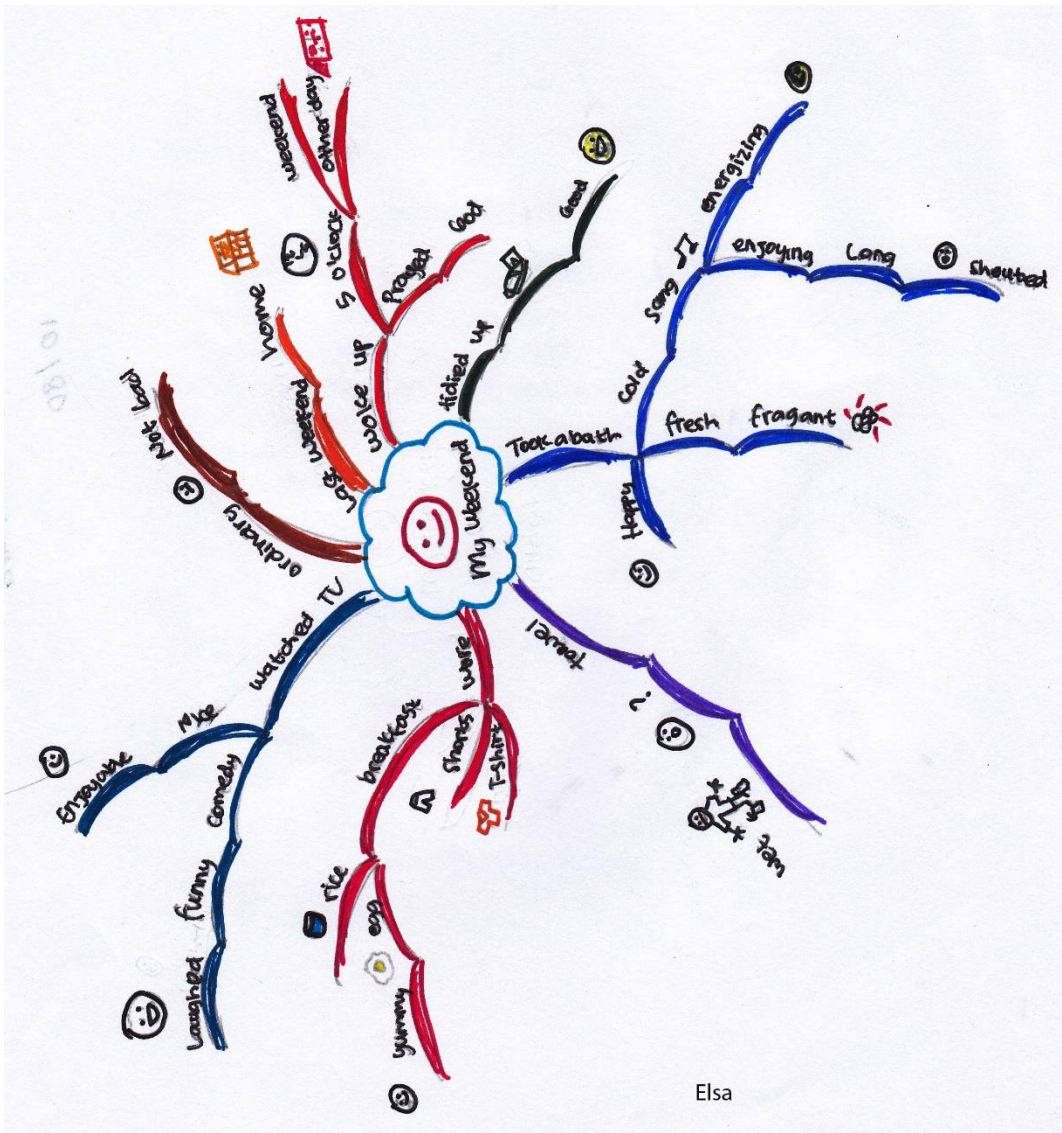your mind map first.

My Weekend

Last weekend, I had nothing special to do.
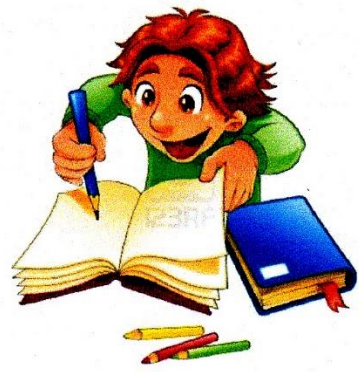I only spent my weekend at home doing many
things as usual.

I woke up at 5 a.m. everyday. I prayed
to God. Then, tidied up my bedroom.
I took a bath, the air was so cold.
Then, I sang a song and it was so energizing.
I was really enjoyed my bath song It took
a long time. Then, my mom shouted and
I was hurry. When I would out from bathroom
I realized that I forgot my towel !! Then,
I wore my dress and it became wet.
I wore my clothes and had breakfast. I
breakfast with rice and egg, It was yummy.
After that, I watched camedy at TV.
It was so funny and I laughed a long
the show. It nice and Enjoyable.
It was an ordinary weekend. So, after
all the activity I directly went to sleep
until morning.

My weekend

— woke up — 5 o'clock — Fragant
  — Last weekend — pleasant
  — Note bad — ordinary

— tickled up — Good
— Took a bath — Happy — Cold — song — enjoying — Long — Shouted
  — fresh — fragant
  — energizing

— Travel — ?
  — fam

— Shorts wore — T-shirt
  — breakfast — rice
    — egg — yummy

— watched TV — Nike — enjoying
  — funny comedy — Laughed

Elsa

Write a recount text telling your past experience/ activities of your weekend at least 10 sentences. Draw your mind map first.
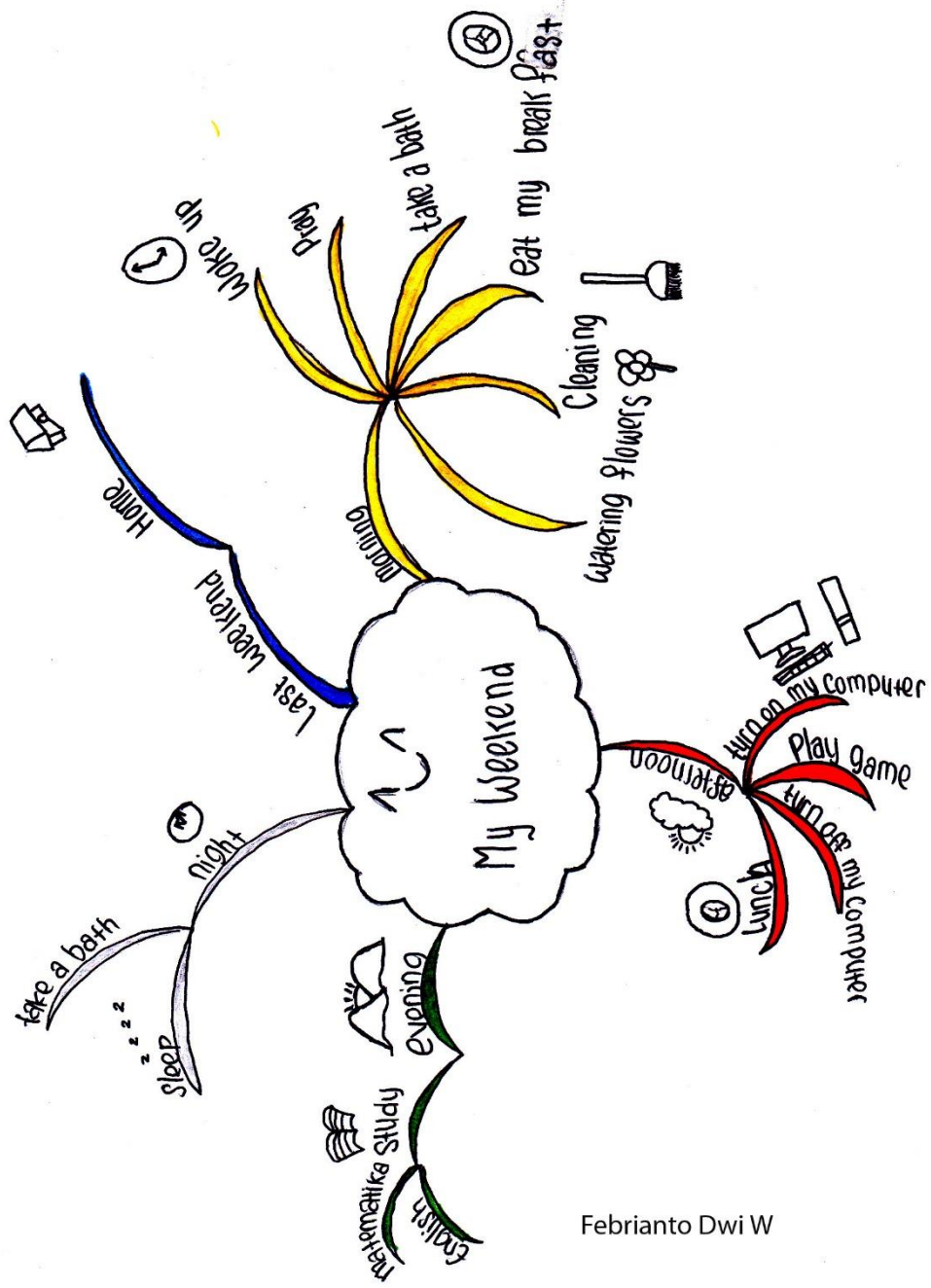
My Weekend

Last week, I just spent my holiday at home.

First, I woke up at four o'clock and I prayed in the room. After that, I take a bath and eat my breakfast and I cleaning my room. My breakfast was fried rice. Then, I watered my plant.

In the afternoon, I turned on my computer and I played game. I played Call of Duty and GTA 5. After that, I turned of the computer. Then, I eat my lunch.
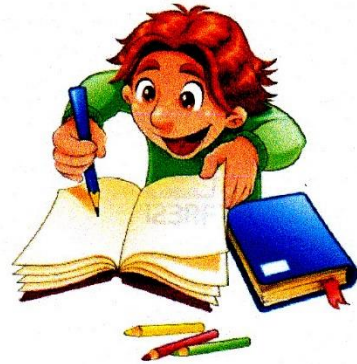
In the evening, I studied matematika and English. After that, I take a bath and sleep again. It was a nice weekend. ^ ^
                                    ◡

My Weekend

Last weekend
Home

Morning
woke up
Pray
take a bath
eat my break fast
Cleaning
watering flowers

Afternoon
turn on my computer
Play game
turn off my computer
Lunch

Evening
Mathematika study
English

Night
take a bath
sleep

Febrianto Dwi W

Write a recount text telling your past experience/ activities of your weekend at least 10 sentences. Draw your mind map first.
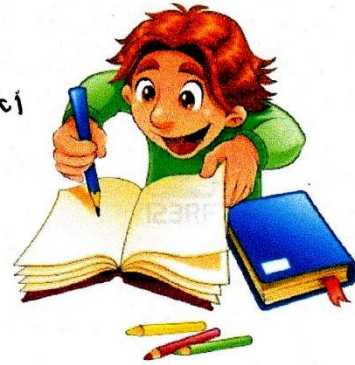
My Weekend

Last weekend, I spent my weekend at home with my Family. I wake up at 5 a.m. Then, I tidy up my bedroom. My bedroom very dirty After that, I take a bath, the water very cold. Finally, I take bath my body felt fresh. Then, I wore short and T-shirt. Then, I go to kitchen to breakfast. I breakfas fried chiken, this food my faforite. In the afternoon, I played with my friends in my hard. We played ball and bicycled. After that, I watched TV. Then, I take a nap at 2 p.m. Then I woke up I take a bath. After that I watched TV with my Family. Then, I dinner with my brother, I dinner noodle. My brother ate fried rice.

At night, at 9 p.m. I watched movie with my brother. This movie very fine. Then I slept at 10 a.m. This weekend very tired but, I was to fett enjoyed.
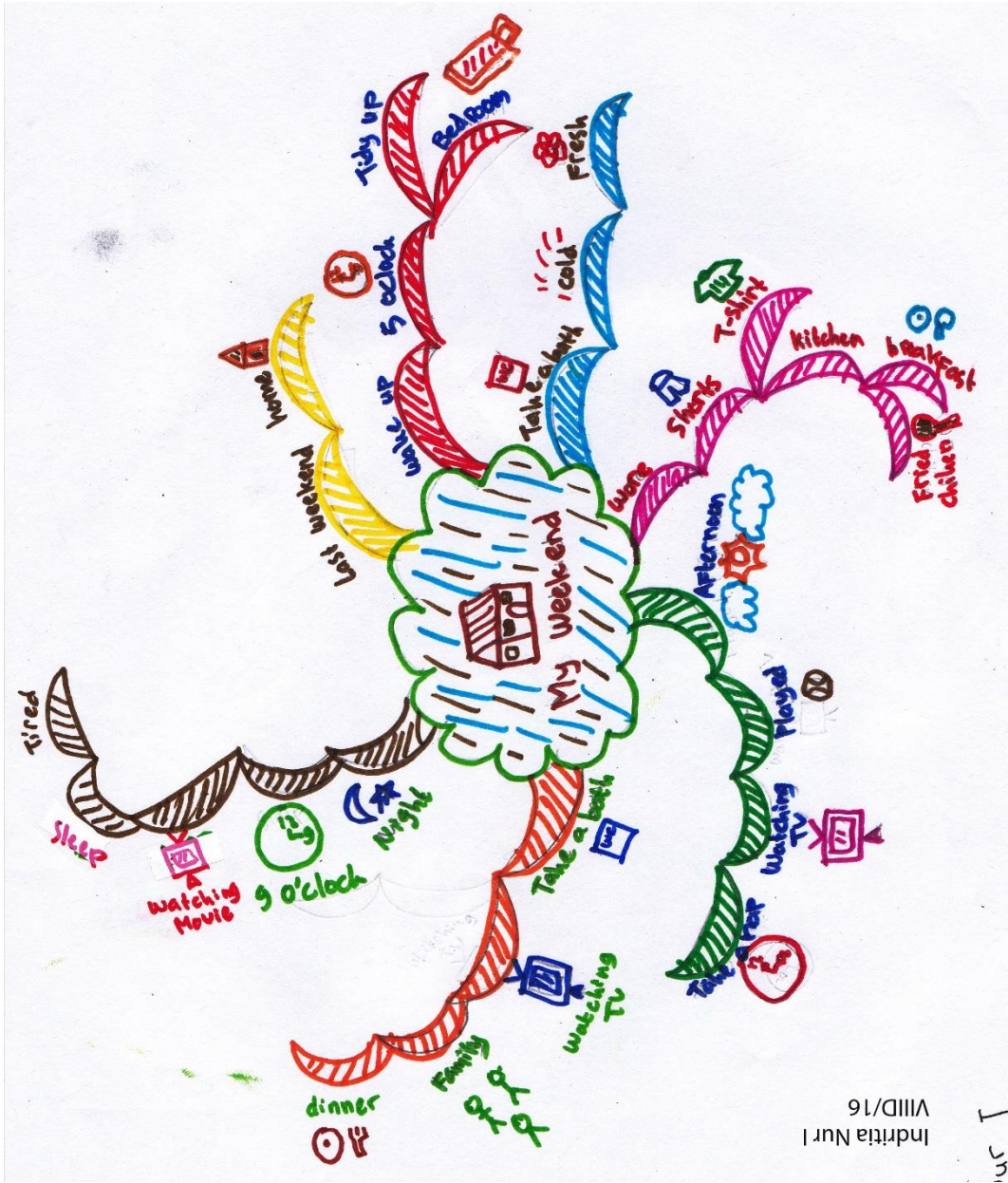
My weekend

Tidy up · Bedroom · Fresh · cold · T-shirt · kitchen · breakfast · Shorts · wore · Fried chicken · Afternoon

Wake up · 5 o'clock · Take a bath · Home · Last weekend · Played · Watching TV

Tired · Sleep · Watching Movie · 9 o'clock · Night · Take a bath · Take a rest · Watching TV · Family · dinner

Indriția Nur I
VIIID/16

My Weekend

Last weekend was my luckiest day ever.
Many good things were coming toward me

When the morning broke in Sunday morning, I
woke up and I to put in order my bedroom. Next,
I and my sister went to eat, After that, we are
go to watching TV. Then, I go to my store my
mom to use motorcycle, I help to my MOM. Next,
I went to home. After that, Me and my sister
went to store, to buy a hat, T-shirt. and a
drees.

After that, we are go to home. Next, we
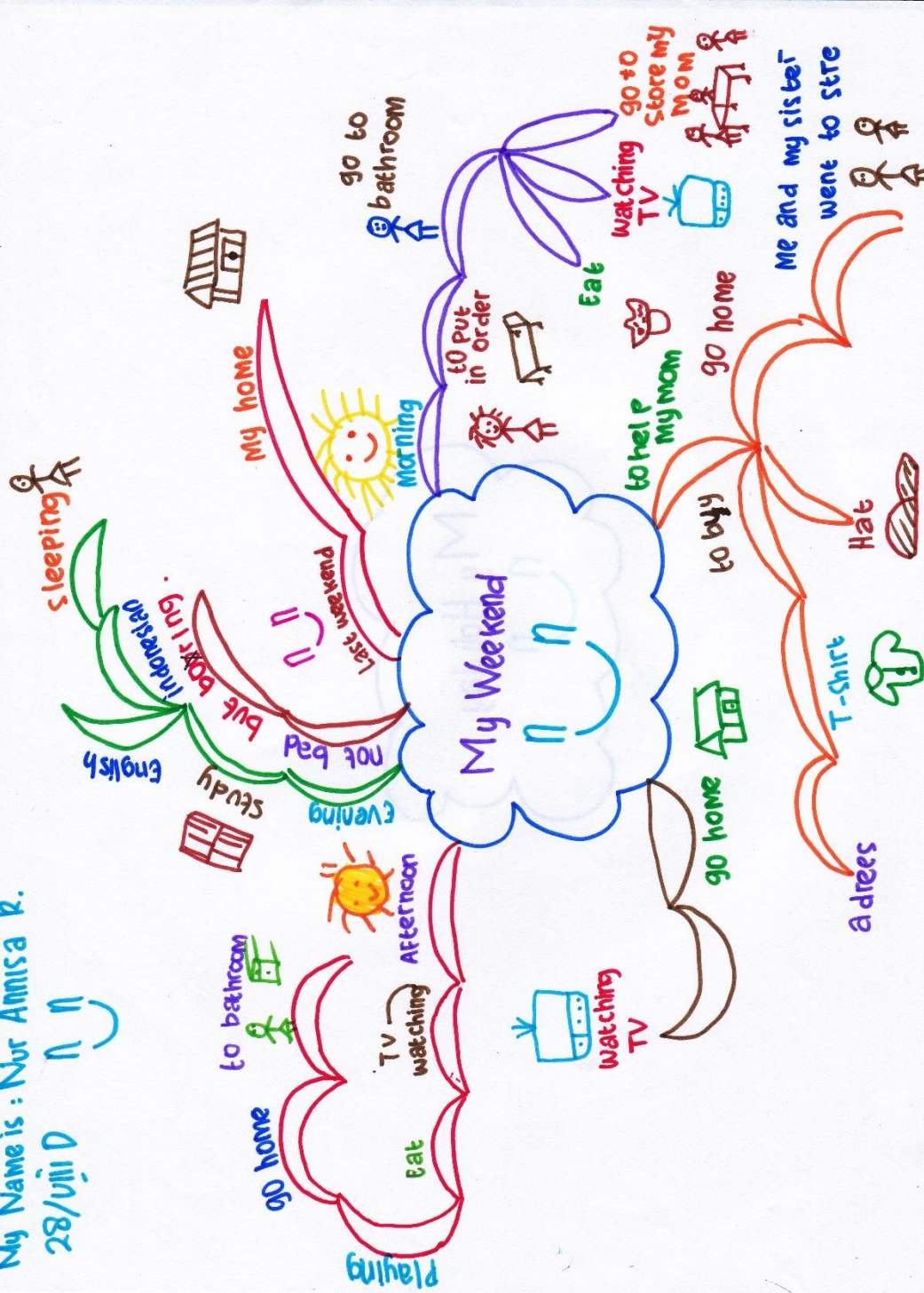are watching TV "Cinta Ketok Magic". It is so
funny, but horrible.

In the Afternoon me watching TV. Next, me
and my sister went to eat. After that, I and
My friend go to playing. It's so tired, but I am
so happy. And then, I go to home use to bathroom

In the Evening, I am studyed a English and
Indonesian. After that, I go to sleeping in my
bedroom.

It's not bad, but boring.

My Name is : Nur Annisa R.
28/viii D

My Weekend

Last weekend not bad but boring.

Morning
- My home
- to put in order
- go to bathroom
- Eat
- to help my Mom
- go home
- Watching TV
- go to store my Mom

Afternoon
- go home
- Eat
- TV watching
- to bathroom
- Playing
- watching TV
- to buy
  - Me and my sister went to stre
  - Hat
  - T-Shirt
  - a dress
- go home

Evening
- study
- English
- Indonesian
- sleeping

POST-TEST
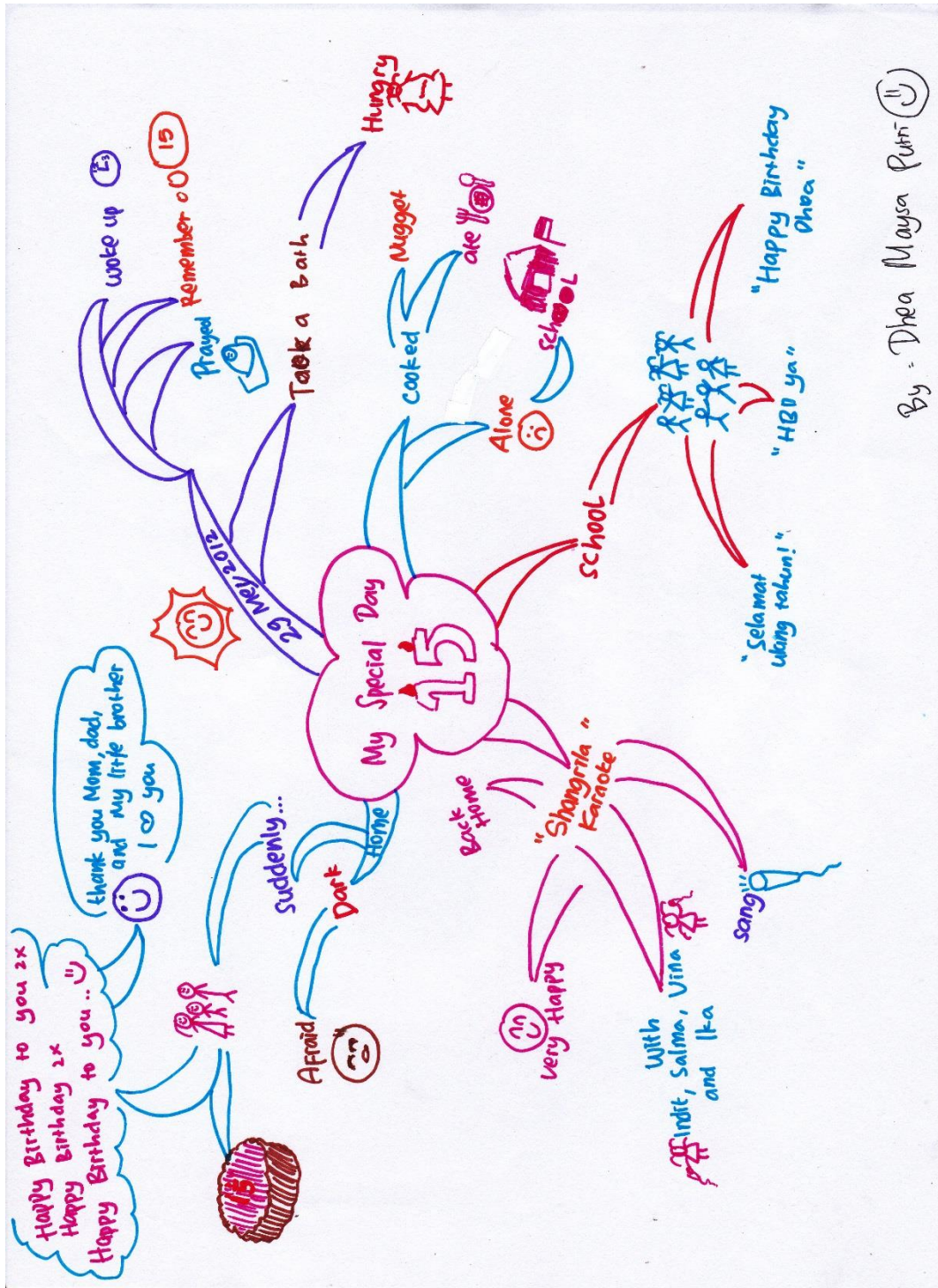
Name : Dhea Maysa Putri

Class : VIIID

Student Number : 7 (seven)

Write down a recount text, telling your past experiences/ activities at least 10 sentences. Draw your mind mapping first.

Orientation Who? Where? When? e.g. Last week, I spent my weekend at home.	**– My Special Day –** Last year at 29 Mey 2012 was my birthday. In the morning I woke up at 3 o'clock and I remember that today was my birthday, So I went prayed. After that I went took a bath. After that I felt hungry, then I cooked nugget. After that I ate and I thought that I was alone. Then I went to school.
Sequence of events 1. In the morning, I cleaned up my bedroom. 2. Second, --- 3. Then, ----- 4. After that, ---------- 5. Next, ---- 6. Finally, ---	In school some people and my friend said, "Happy Birthday Dhea!"; "HBD ya !!"; "Selamat Ulang tahun". After that, I ask my friend's to celebrate my birthday in Karaoke place. But I only ask Indit, Vina, Salma, and Ika, Because they were my best friend. In Karaoke place we sang together and I felt happy if my friends happy. After that, I back home.
Reorientation (Personal Comment). e.g. It felt tiring but it was nice.	Unfortunately, on my home was dark and I felt afraid. Suddenly, My Mom, Dad, and my little brother bring birthday cake, then sang "happy birthday". I only said, " Thank you Mom, thanks dad, and you my little brother, I love you... Thank you so much". ☺

My Special Day
15

woke up
Remember :00
Prayed
Take a bath
Hungry
Cooked Nugget
ate Alone
School

29 May 2012

school
"Selamat ulang tahun!"
"HBD ya"
"Happy Birthday Dhea"

Home
Back Home
"Shangrila" Karaoke
very Happy
With Indri, Salma, Vina and Ika
sang!!!

Dark
Afraid
suddenly...

thank you Mom, dad, and my little brother
I ♡ you

Happy Birthday to you 2x
Happy Birthday 2x
Happy Birthday to you... ☺

By : Dhea Maysa Putri ☺
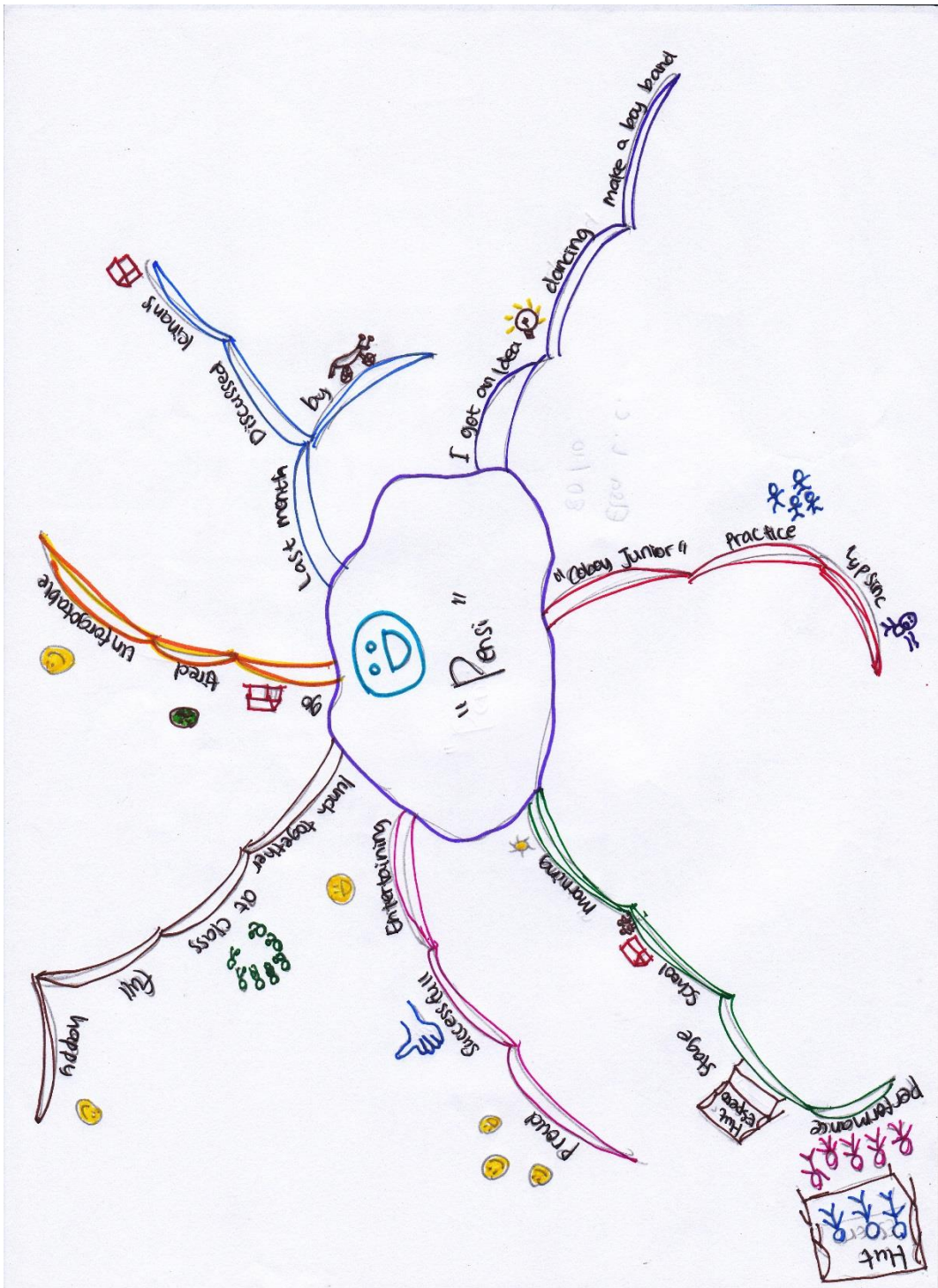
Name : Elsa Lutfia Chandra

Class : 8D

Student Number : 10

Write down a recount text, telling your past experiences/ activities at least 10 sentences. Draw your mind mapping first.

Orientation Who? Where? When? e.g. Last week, I spent my weekend at home.	"Pensi" Last month, I and my friends went to Kinan's house for discussed for Pensi in our school. We went there by motorcycle.
Sequence of events 1. In the morning, I cleaned up my bedroom. 2. Second, --- 3. Then, ----- 4. After that, ------------ 5. Next, ---- 6. Finally, ---	After we discussed for a long time, finally I got an Idea. We would participated the Pensi with danced and made a boy band. We covered "coboy Junior." And then, Practiced Coboy Junior's danced. we cutted of to Lypsinc the song. The following morning, we went school together and practiced again for a while and went to the stage for performanced. It was really entertaining and we got aplause from all the audiance. It was successfull and we were proud. After the performance we went back to class and had lunch together. It was really fun and enjoyable. we were happy that day. finally, I went home.
Reorientation (Personal Comment). e.g. It felt tiring but it was nice.	It was really tired day. But I would never forgot that. ☺

:D

"I Pen"

make a boy band

dancing

I got an idea

Lost media

by

Discussed

fanart

Unforgettable

tired

go

lunch together at class

feed

full

happy

Entertaining

Successful

Proud

morning

school

stage

"Cobby Junior"

Practice

Lyp sinc

Performance

Hut Entree

Hut scene

Name   : Febrianto Dwi .W.
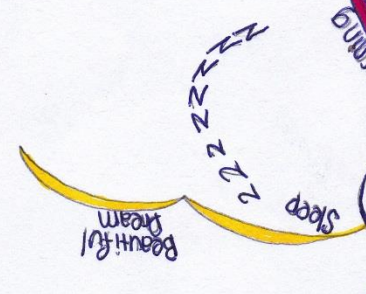
Class   : VIII D / 8 D

Student Number : 13
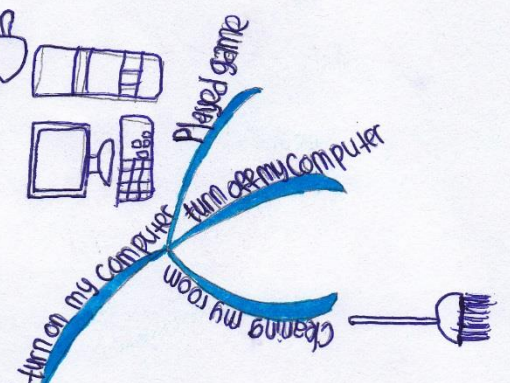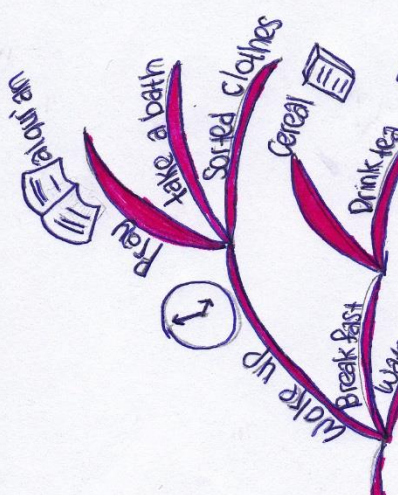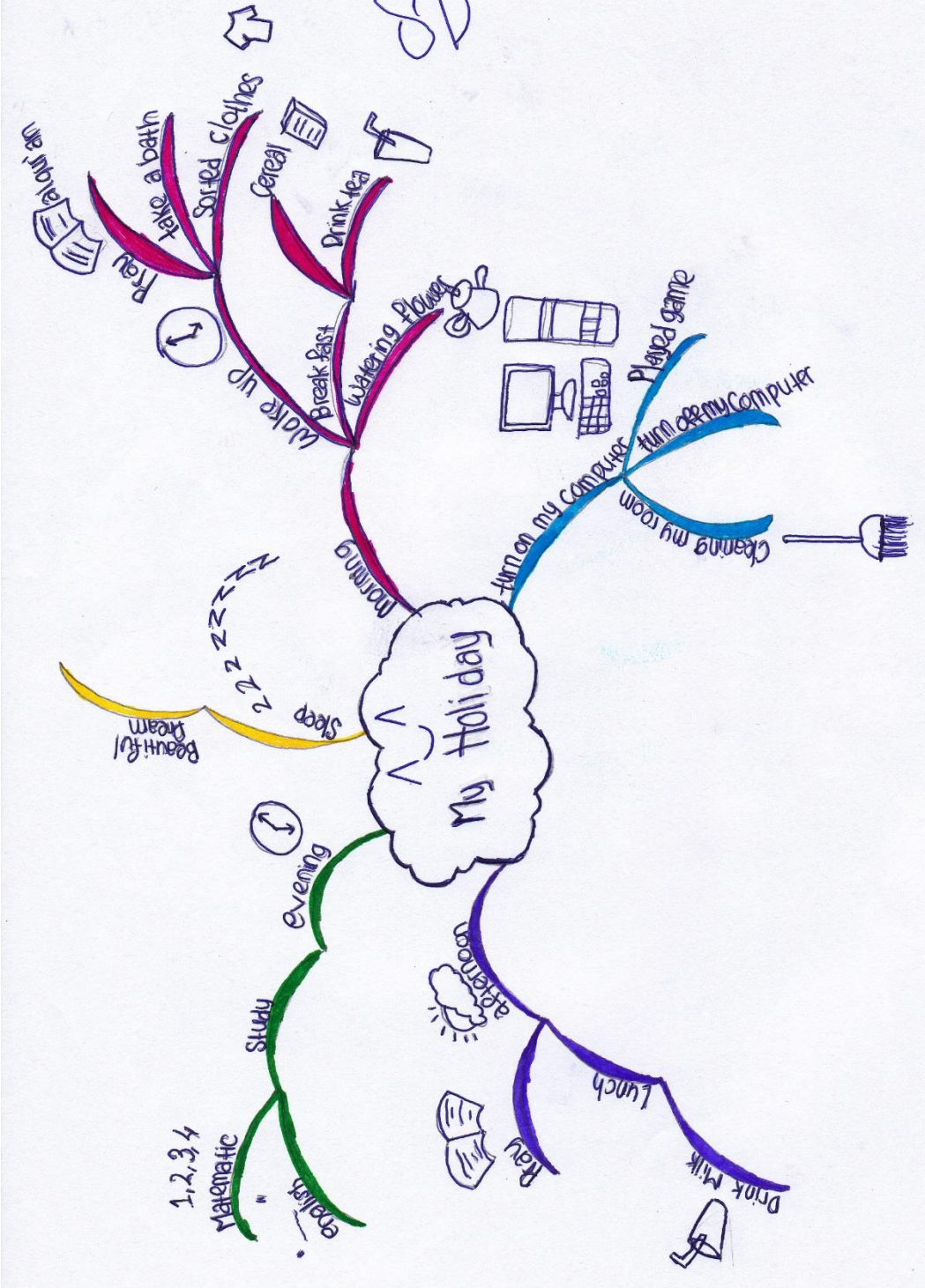
Write down a recount text, telling your past experiences/ activities at least 10 sentences. Draw your mind mapping first.

Orientation Who? Where? When? e.g. Last week, I spent my weekend at home.	**My Holiday** Last week, I just spent my holiday at home. In the morning, I woke up at four o'clock. Then, I prayed and I went to the bathroom and took a bath. Next, I sorted my clothes. After that, I ate my breakfast. My breakfast was cereal and Drank tea. Next, I watering my plant. Then, I turn on my computer and played computer. I played GTA 4 and Bully. After that, I turned of my computer and I cleaned my room. In the afternoon, I prayed and ate my lunch. Then, I Drank milk. In the evening, I study matematik and english. Finally, I sleep. It was a nice holiday.
Sequence of events 1. In the morning, I cleaned up my bedroom. 2. Second, --- 3. Then, ----- 4. After that, -------------- 5. Next, ---- 6. Finally, ---	
Reorientation (Personal Comment). e.g. It felt tiring but it was nice.	

Febri
8D

My Holi day

Morning
Wake up
Pray
take a bath
Sorted Clothes
we wake up
Break fast
Cereal
Drink tea
Watering Flower

turn on my computer
Player game
Cleaning my room

afternoon
Lunch
Pray
Drink Milk

evening
Study
Matematic
1,2,3,4
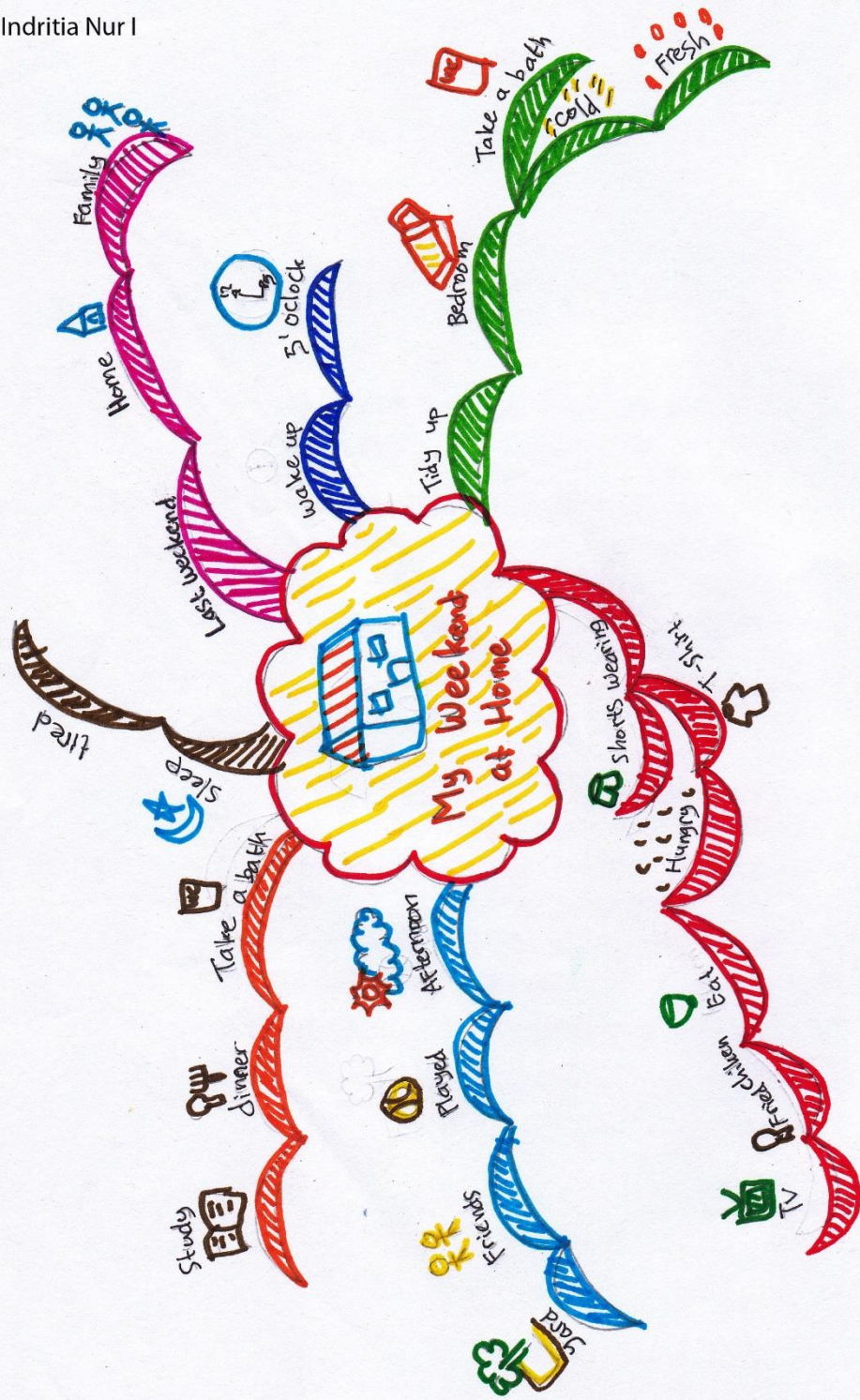English

Sleep
Beautiful dream
zzz zzz

Student's Worksheet

Name   : Inditria Nur I

Class   : VIII D

Student Number   : 16

Write down a recount text, telling your past experiences/ activities at least 10 sentences. Draw your mind mapping first.

Orientation Who? Where? When? e.g. Last week, I spent my weekend at home.	<u>My Weekend at Home</u> Last weekend, I spent my holiday at home with my family. I wake up at 5 a.m. Then, I pray to God. After that, I tidy up my bedroom. My bedroom very dirty. Then, I took a bath, the water very cold. After took a bath my body felt fresh. Then, I wore shorts and T-shirts. My stomach felt hungry. Then, I ate fried chicken, food my favorite. After that, I watched TV. In the afternoon, I played with my friends in the yard. We played ball. After that, I take a bath. Then, dinner. I dinner noodle. The noodle felt very hot. After that, I studied. Because my duty very much.
Sequence of events 1. In the morning, I cleaned up my bedroom. 2. Second, --- 3. Then, ----- 4. After that, ------------ 5. Next, ---- 6. Finally, ---	At 9 p.m, I went to my bedroom to sleep. The weekend very tired, but I enjoyed.
Reorientation (Personal Comment). e.g. It felt tiring but it was nice.	

Indritia Nur I

My Weekend at Home

Family
Home
Last weekend
Wake up
5' oclock
Tidy up
Bedroom
Take a bath
Cold
Fresh

Tired
Sleep
Take a bath
Dinner
Study
Afternoon
Played
Friends
Park

Shorts wearing
T-Shirt
Hungry
Eat
Fried chicken
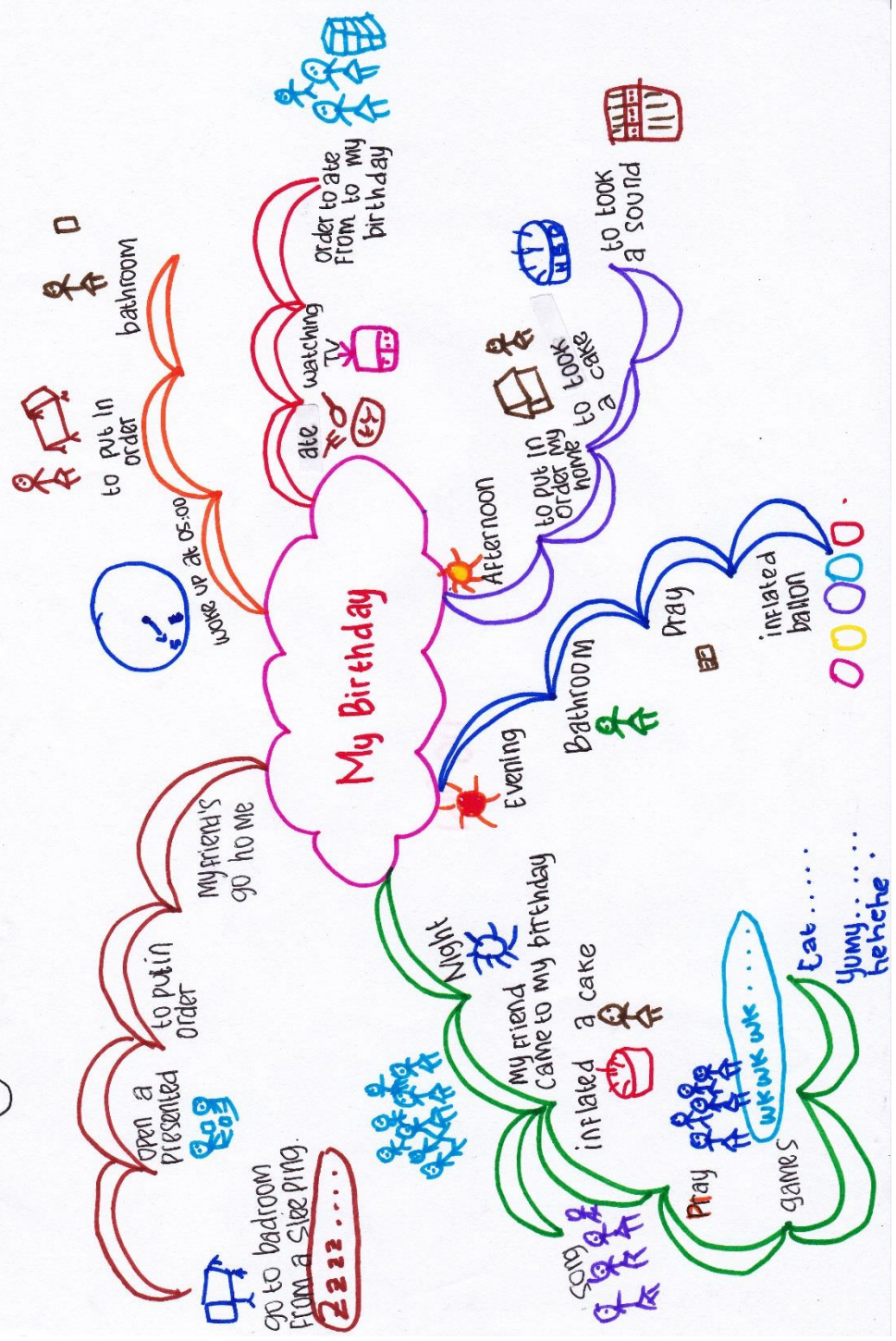TV

Student's Worksheet

Name : Nur Annisa Rachmawati

Class : VIII D

Student Number : 28

Write down a recount text, telling your past experiences/ activities at least 10 sentences. Draw your mind mapping first.

Orientation Who? Where? When? e.g. Last week, I spent my weekend at home.	**My Brithday** Last year, 9 May 2012 my brithday. I am so happy, I am hope that, to be came so very happy.
Sequence of events 1. In the morning, I cleaned up my bedroom. 2. Second, --- 3. Then, ----- 4. After that, ------------- 5. Next, ---- 6. Finally, ---	In the morning, I woke up at 05:00, Next I to put in order my badroom. After that, I went to bathroom. I ate in my kitchen with my sister, Next, I and my sister watching TV. After that, we are go to order to ate from to my brithday. In the Afternoon I and my sister to put in order my home. After that I took a cake in the store and a sound. In the Evening, I went to bathroom, next, I pray to my brithday, and I inflated to ballon. In the night, my friend's came to my birthday. Next we are inflated a cake, next, we are singing. After that, we are go to eat.
Reorientation (Personal Comment). e.g. It felt tiring but it was nice.	After that my friend's go to home. Next I and my sister to put in order, and open a presented, Next, I went to r badroom from to sleping. It was tired, but I am so happy.

My Name: Nur Annisa Rachmawati
VIII D / 28.

My Birthday

woke up at 05:00

to put in order

bathroom

Order to ate From to my birthday

watching TV

ate

Afternoon

to put in order my home

to took a cake

to took a sound

Evening

Pray

Bathroom

inflated ballon

Night

My friend came to my birthday

inflated a cake

Pray

song

games

wk wk wk

Eat......

Yumy......

hehehe

My friend's go home

to put in order

Open a Presented

go to badroom From a Sleeping

2 2 2 2 . . . .

H. ATTENDANCE LIST

ATTENDANCE LIST

No	Name/ Meeting	1	2	3	4	5	6	7
1	Abhista Nathan Pratama	√	√	√	√	√	√	√
2	Anita Bella Pertiwi	√	√	√	S	√	√	√
3	Arif Muhammad M.	√	√	√	√	√	√	√
4	Arrazi Surya Pangestu	√	√	√	√	√	√	√
5	Bayu Erdi Pratama	S	S	√	√	√	√	√
6	Calvin Resa Sukma Jati	√	√	√	√	√	√	√
7	Dhea Maysa P.	√	√	√	√	√	√	√
8	Dinda Sholihah	√	√	√	√	√	√	√
9	Dyah Laraswati	I	I	√	√	√	√	√
10	Elsa Lutfia Chandra	√	√	√	√	√	√	√
11	Evanda Chrismadanni	√	√	√	√	√	√	√
12	Fajar Sigit Kawistoro	√	√	√	√	√	√	√
13	Febrianto Dwi Wicaksana	√	√	√	√	√	√	√
14	Fesa Indra Wicaksono	√	√	√	√	√	√	√
15	Ikadisty Yuliana	√	√	√	√	√	√	√
16	Indritria Nur Imani	√	√	√	√	√	√	√
17	Jinal Aldriana	√	√	√	√	√	√	√
18	Keniza Nila Safira	√	√	√	√	√	√	√
19	Kinanti Trisna Saputri	√	√	√	√	√	√	√
20	Maftukhah Suci Nur Anisa	√	√	√	√	√	√	√
21	Maula Anindita	√	√	√	√	√	√	√
22	Muh. Irvan Wijaya	√	√	√	√	√	√	√
23	Muh. Ridlo	√	√	√	√	√	√	√
24	Muh. Shani Saiful Haq	A	√	√	√	√	√	√
25	Muh. Vicellio Putranto	√	√	√	√	√	√	√
26	Nafi Shafna Kartika	√	√	√	√	√	√	√
27	Novendra Pandu D.	√	√	√	√	√	√	√
28	Nur Annisa Rachmawati	√	√	√	√	√	√	√
29	Nuchasanah	√	√	√	√	√	√	√
30	Putri Dwi Fitriyanti	√	√	√	√	√	√	√
31	Ranastri Asyinta S.K.	√	√	√	√	√	√	√
32	Riska Fitriyani	√	√	√	S	√	√	√
33	Salma Silvia Febiola	√	√	√	√	√	√	√
34	Setadewa Sitok Sejati	√	√	√	√	√	√	√
35	Titi Yuliatun Chamidah	√	√	√	√	√	√	√
36	VIna Anggita Sari	√	√	√	√	√	√	√

I.   PHOTOGRAPHS

PHOTOGRAPHS

The researcher gave explanation about recount text.

The researcher gave explanation about mind mapping through the LCD.

The researcher gave explanation on developing a text based on a mind map.

The researcher helped the students in understanding mind mapping.

The researcher monitoring the students in doing the task.

J.   PERMIT LETTERS

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

SMP NEGERI 2 DEPOK

Alamat : Jalan Dahlia Perumnas Condongcatur, Depok, Sleman 55283 Telp.(0274) 882171
Website : http//www.smp2depok.sch.id E-mail : info@smp 2depok.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 423 / 096 / 2013

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman
menerangkan bahwa :

N a m a	:	**LISMAWATI**
Nomor Induk Mahasiswa	:	09202241059
Program Studi	:	S1
Instansi / Perguruan Tinggi	:	Universitas Negeri Yogyakarta
Alamat Instansi	:	Karangmalang, Yogyakarta
Alamat Rumah	:	Sebatang, Hargotirto, Kokap, Kulon Progo, D.I. Yogyakarta
No. Telp / HP	:	085743441466

Telah melaksanakan penelitian untuk menyelesaikan Skripsi dengan judul :

**USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE
VIII STUDENTS AT SMP NEGERI 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013.**

Yang dilaksanakan dari tanggal   23 April 2013 s/d 23 Juli 2013.
Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Depok, 19 Juli 2013
Kepala Sekolah

MURDIWIYONO, S.Pd.
NIP. 19610102 198412 1 001

Nomor	: 0395q/UN.34.12/DT/IV/2013	22 April 2013
Lampiran	: 1 Berkas Proposal	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Using Mind mapping to Improve the Writing Ability of Grade VIII Students at SMP Negeri 2 Depok in the Academic Year of 2012/2013
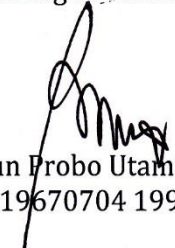
Mahasiswa dimaksud adalah :

Nama	: LISMAWATI
NIM	: 09202241059
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: April – Juni 2013
Lokasi Penelitian	: SMP Negeri 2 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.
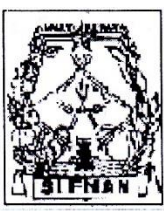
Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP Negeri 2 Depok

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

S U R A T   I Z I N

Nomor : 070 / Bappeda / 1421 / 2013

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar   : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta

           Nomor : 070/3488/V/4/2013   Tanggal : 23 April 2013

           Hal   : Izin Penelitian

MENGIZINKAN :

Kepada	:
Nama	: LISMAWATI
No.Mhs/NIM/NIP/NIK	: 09202241059
Program/Tingkat	: S1
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	: Karangmalang, Yogyakarta 55281
Alamat Rumah	: Sebatang, Hargotirto, Kokap, Kulon Progo, D.I. Yogyakarta
No. Telp / HP	: 0857 4344 1466
Untuk	: Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENTS AT SMP NEGERI 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013

Lokasi	: SMP Negeri 2 Depok
Waktu	: Selama 3 bulan mulai tanggal: 23 April 2013 s/d 23 Juli 2013

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   :   23 April 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SMP Negeri 2 Depok
7. Kasubag Pendidikan FBS UNY.
8. Yang Bersangkutan

Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003

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

SURAT KETERANGAN / IJIN
070/3488/V/4/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY

Tanggal : 22 April 2013

Nomor : 0395q/UN.34.12/ DT/IV/2013

Perihal : Permohonan Ijin Penelitian

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 Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen 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 : LISMAWATI

NIP/NIM : 09202241059

Alamat : KARANGMALANG, YOGYAKARTA

Judul : USING MIND MAPPING TO IMPROVE THE WRITING ABILITY OF GRADE VIII STUDENTS AT SMP N 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013

Lokasi : SMP NEGERI 2 DEPOK Kota/Kab. SLEMAN

Waktu : 23 April 2013 s/d 23 Juli 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 23 April 2013
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub
Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH
NIP. 19580120 198503 2 003

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan