USING THE MIND MAPPING TECHNIQUE TO IMPROVE THE STUDENTS' WRITING SKILL OF THE TENTH GRADE STUDENTS AT SMA N 1 PLERET IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of

The Degree of Sarjana Pendidikan in English Language Education



by

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain kecuali pada bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

There is an ease behind a difficulty (Qs. Al Insyiroh 94:6)

Everything will be difficult before it becomes easy. (Anonymous)

"Success ... seems to be connected with action. Successful men keep moving. They make mistakes, but they don't quit." (Conrad Hilton)

DEDICATIONS

I lovely dedicate this thesis to:

My beloved father and mother For their support, love, and prayers

My brother and my beloved friends For their care, support, and love,

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, April 2012

Angga Dwi pamungkas

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ABSTRACTS

The aim of this research is to improve the students' writing skill of the tenth grade students at SMA N 1 Pleret by using the mind mapping technique.

The study was action research. In conducting the study, the researcher involved the English teacher, the school principal and the students of Grade XB. The subjects of the study were 32 students of Grade XB of SMA N 1 Pleret in the academic year of 2011/2012. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skill through the pre-test and the post-test. Therefore, the quantitative data were in the form of students' writing scores in the pre-test and the post-test.

The results of this study showed that the use of the mind mapping was effective to improve the students' writing skill. The use of colorful pictures of mind mapping in the BKOF and MOT stages was effective to make the students more enthusiastic in the writing activities. All students could understand and respond to the researcher' instruction and explanations. The activities in the JCOT stage for using the mind mapping as a pre-writing planning strategy were successful to help the students generate or organize their ideas. They could also use the appropriate words they learnt to make the mind mapping. The activities in the ICOT stage to write the recount text were effective through the mind mapping. The students could imagine and generate their ideas using the mind mapping and they could produce the recount text with the correct generic structure.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays an important role in improving students' intelligence and helps the students gain success in every subject at school. In the globalization era, English is not only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology and culture. Therefore, language can be a subject to be studied at school in Indonesia. In the English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing.

Recently, English is a part of communication and it is also an important language to be mastered. That is why English is taught at all schools in Indonesia. One of them is at SMA N 1 Pleret. SMA N 1 Pleret is a school that drives the students to master more than one language. The purpose of the English study at SMA N 1 Pleret is to make the students able to learn and apply the language in their daily life. As stated in the School-based Curriculum of 2006, the objective of English subject in senior high schools covers the ability to understand and produce speech or written texts which are realized in four skills. They are listening, speaking, reading, and writing which are integrated to achieve the informational level. Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form.

Based on the reality, learning to write is difficult especially for writing in a second or foreign language in an academic context. Writing is one of the most difficult productive skills that require specialized skills. Therefore, it can be understood that errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

Based on the observation at SMA N 1 Pleret, there were many problems that were found in writing skill. The students lacked vocabulary. It was because the teaching-learning process only depended on the strength of memory. When the researcher conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the blackboard and in the next meeting the teacher tested some of students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have low understanding of grammar.

To solve the problems above, the students need a technique to help them understanding the new words easily. The technique is a tool to achieve a goal. The technique that is needed to improve their writing skill is a technique that can make the students easy in expressing their ideas, to arrange the words to be a good sentence. One of the techniques that can make the students find it easy to express and organize their ideas is the mind mapping.

Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is a way to note effectively and creatively and it will map the ideas literally (Buzan, 2005: 4). This technique can improve students' creativity and make them happy in learning, because it consists of colors, pictures, and some key words that can also make them find it easy to learn English especially in writing skill.

That is why the researcher used the mind mapping technique to improve students' writing skill. It is because there are some benefits that are offered by the mind mapping technique in the English teaching-learning process, especially in writing skill.

B. Identification of the Problem

There are some problems that emerge based on the background of the study that is elaborated above. Among others are as follows.

Based on the pre-survey conducted by the researcher in the teaching-learning English at SMA N 1 Pleret, it seems that some students of SMA N 1 Pleret have limited vocabulary. This fact hinders the students in developing their writing task properly. The more limited vocabulary students have, the poorer writing they produce. The limited vocabulary affects the competence of the students to choose the adequate words when they do the process of writing. The competence of selecting suitable words is necessary to compose the writing. The competence of selecting the adequate words is also called diction competence.

It seems that the students also lack the understanding of grammar, so they get difficulty setting up their writing tasks correctly. The low understanding of grammar can cause difficulty in composing their writings. The students' understanding of the grammar is emphasized in the descriptive grammar. A descriptive grammar sets out the way what people actually use in the language. In recent years, however, the trend has been away from the perspective grammar and towards the descriptive grammar (Nunan, 2003: 154). The vast major of native speakers and the advanced non-native speakers of English express the statement to be grammatically acceptable (the descriptive grammar).

Another problem was that the students found difficulties to express their ideas. Most of the students still got difficulty to write down their ideas in to their writing. They often got confused to start. Some of them said that they had a lot of things to write in their mind but they did not know how to start writing.

C. Limitation of the Problem

Based on the problems above, the researcher needs to conduct an action research study. The researcher assumes that the problem here is about the technique. The students need a technique which can make them enjoy learning writing in the class. If they have an appropriate technique to write, it will help them to make their own writing. The mind mapping can help students to explore their mind. Through the mind mapping the students can be supported to express what they want to write freely. The researcher believes that the mind mapping is a good technique in conducting writing skill. By conducting the action research which implements the mind mapping, it is expected that the researcher will be able to improve the students' writing skill. That is why in this research the researcher only limits the problem on the use of the mind mapping technique to improve the students' writing skill.

D. Formulation of the Problem

In line with the limitation of the problem as mentioned above, the problem is formulated as follows. How is the mind mapping technique applied in the classroom to improve the students' writing skill in the English teaching-learning process at SMA N 1 Pleret?

E. Objective of the Study

Based on the formulation of the problem, the objective of the research is to describe the implementation of the mind mapping to improve the students' writing skill in the English teaching-learning process at SMA N 1 Pleret.

F. Significance of the Research

- 1. For the students of class XB of SMA N 1 Pleret, it will be an effort to improve their writing skill.
- 2. For English teachers of SMA N 1 Pleret, the result of this study can be used as a reference to increase English teachers' writing competence in English teaching-learning.
- 3. For other researchers, the research can give general knowledge of how to improve students' writing skill. The research also can be used as the foundation for the next research.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

This chapter discusses some relevant theories which are related to the study.

Those are divided into the nature of writing, mind mapping, and teaching writing using mind mapping.

1. Writing

a. The Nature of Writing

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Writing needs a well preparation and a lot of practices. According to Richards and Renandya (2002: 309), state that 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 relation to writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to produce a final product.

Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that process can be done well. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

b. Micro-skills for English Writing

To increase the writing skill of the students, the teacher must be able to guide the students in upgrading the competence of their writings. The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005), state writing involves several sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In composing the writing product, Brown (2001) states the compositions that should be included; they are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider to be conventional.

According to Brown (2001), there are twelve skills that must be mastered by the students to increase the writing skills. The micro skills for writing production are:

(1) producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions; (2) producing writing

in a good management rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns; (4) using acceptable grammar systems (e.g., tense, agreement, and pluralisation), pattern and rules; (5) expressing a particular meaning in many types of grammatical forms; (6) using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas; (7) using the rhetorical forms and conventions of written discourse; (8) appropriately accomplishing the communicative functions of written texts according to form and purposes; (9) conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (10) distinguishing or differentiating between literal and implied meanings when writing; (11) correctly delivering cultural in specific reference; (12) developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes on the balance between process and product. The students need a process to make a good writing. According to Richards and Renandya (2002: 316), the process of writing has four basic writing stages those are planning, drafting, revising and editing. The final product should be done through the process.

c. The Nature of Teaching Writing

Writing skill is one of four English skills. Writing skill is very important for students in the future because it will give a chance and challenge for them. To get a good writing, students need schemata to be expressed effectively through writing media. A good writing cannot be done in one time, but it must be done in some steps. It starts from making outline, drafting, until it can be a good writing. During the process, revision must be done continually. In fact, many students cannot produce a good writing through the writing process above. There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills of planning and organizing as well as lower levels kills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as 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. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focusing on the final product of writing. It can be in the forms of essay, report, and story. For composition of the writing, Brown also adds his

opinion that the writing should meet certain standards of prescribe English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

According to Shih (Brown, 2001: 335-336) states some processes of approaches of the writing. Those processes are considered as the modern way of writing that have been discussed earlier in this chapter. They are as follows. 1) Focusing the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied. 2) Helping the students to understand on their own composing process. 3) Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting. 4) Giving students a chance or time to write and rewrite their ideas. 5) Placing central importance aspect of writing on the process of revision. 6) Giving students a chance to discover what they want to say as they write. 7) Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intension. 8) Encouraging feedback from the instructor and peers. 9) Including individual discussion between the teacher and the students during the process of composition.

The nature of teaching technique is a way that can be used to guide the students to achieve the goal. That is why, writing teaching technique can improve students motivation in writing, creates idea, and it can help the students find it easy to arrange their ideas be a meaningful sentence so the goal of writing can be achieved maximally.

Students need to perform their skills after they were shown the techniques of writing and the components of writing itself. In performing the product, there are some types that can be used. Brown (2001: 343-346) explains some performances in writing learning. These are the types of classroom writing performance.

1) Imitative or writing down

In this type, students learn how to form the letters, words and simple sentences.

They will write down English letters, words or sentences to learn the conventional of the orthographic codes.

2) Intensive or controlled

The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self-writing

This type will only use the students as the audience, so they write for themselves.

4) Display writing

The shapes of this performance are short answer exercise, essay examination, and research report.

5) Real writing

There are three types of real writing: academic, vocational, and personal. Academic gives the opportunity for the students to covey genuine information to each other. Vocational is used for advancement in the students' occupation. Personal involves the writing of diaries, letter, post card, notes, and personal message.

The concept of the research focused on the implementation of the mind mapping to improve the students' writing skill. In this case, the teacher is as an instructor and also as a supervisor for students' work.

d. How to Teach Writing

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

1) Incorporating practices of "good" writers

To be a good writer should fulfill some criteria. They are (1) Focusing on goals or main ideas in writing, (2) Gauging their audience perceptively, (3) Spending some time (but not too much) planning to write, (4) Letting their first ideas flow onto the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and utilizing feedback on their writing, (7) Are not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

2) Balancing process of product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

3) Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, trying to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

4) Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5) Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6) Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

e. Teaching Writing in SMA

Senior high school students should achieve English accomplishments in three levels, namely performative, functional, and informational levels. The focus of English lesson in senior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. Moreover, according to the Regulation of National Education Ministry (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for English teaching-learning process which has proposed by BSNP 2006 (Badan Standar Nasional Pendidikan) the Senior High School students grade X in the first semester have to pose several competences as follows.

Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester One

Standard of competence	Basic competence
To express an idea in a short functional written text in the context of daily life	To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life
To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life	To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

From the curriculum above, it can be applied by using the mind mapping. The materials come from recount text which has own characteristics. The researcher

makes some steps in teaching writing especially the recount text. Then some treatments were given in the process of teaching-learning by the researcher. The students are expected to master the materials during 2 cycles or 6 meetings. The researcher used the mind mapping as a technique to improve the students' writing skill.

2. The Mind Mapping

a. The Nature of the Mind Mapping

Nowadays, mind mapping is a common technique in the English teaching-learning process. Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. It is a good technique that can help our memory because it enables us to arrange the facts and ideas. Mapping knowledge which will help us to understand and remember new information by focusing on the key ideas that are written down, and then looking for branches out and connections between the ideas.

Mind mapping is a creative note taking technique in a visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to

another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

All mind maps are using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

b. How to Make the Mind Mapping

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily. Buzan (2005:

15) mentions seven stages to make a mind mapping as follows.

1) Putting the main idea in the center

The beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action. Most students find it useful to turn their page on the side and do mind map in "landscape" style. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.

2) Using a picture or photo for the central idea

Picture and photo are important enough in making mind mapping. It is because pictures have a strong impact on imagination and memory. It also pleases sight and keeps attention focused.

3) Using colors

Color makes mind map more alive and adds the energy on creative thinking. It can be used to capture eye's attention and interest.

4) Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on

Trying to connect main branches to the center picture and connect the second and third branches to the first and second, and so on because the brain works according to the association. Human brain likes to relate two or more things all at once. The connections among branches make it easier to understand and remember.

5) Making a curve line connector, not a straight line

A mind map with straight lines is boring to the eyes and does not reflect its creative intent, but the curve branches like a tree branches are more interesting for eyes.

6) Using one key word for each line

It is because a single key word gives more energy and flexibility for mind mapping.

7) Using pictures

Image and symbol are easy to remember, and they stimulate new creative association.

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

c. The Benefit of the Mind Mapping in Writing

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley (2007: 176), there

are some advantages of mind mapping technique. One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side.

According to DePorter and Mike (2008: 172), the mind mapping has four benefits. They are as follows.

1) It is flexible.

Flexible in case that missing idea can be added in every place in mind mapping.

2) It focuses attention.

In mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.

3) It increases understanding.

Mind mapping will improve the comprehension and produce valuable frequentnote later.

4) It is fun.

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing.

So as we can see that mind mapping has many benefits in writing, the researcher applies it in teaching writing for the tenth grade students in senior high school.

d. Teaching Writing Using the Mind Mapping

There are so many ways and methods that can be used by teachers in teaching-learning process. They can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching method that is going to be used in delivering the teaching material. One of them is proposed by Feez and Joyce (2002: 27), there are some stages used to teach writing. Those can be described as follows.

1) Building Knowledge of the Field (BKOF)

In this stage, the students have to think what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details. The activity is dominated by speaking and listening to the topic in general. In this stage, students together with teacher can develop the vocabulary words of the topic and conjunctions, which are needed, and also introduce the strategy they are going to use to study the topic. Concerning with

the planning of the teacher, the teacher will use this step to introduce the students about the material, the strategy and also the grammar which are needed for them.

2) Modeling of the Texts (MOT)

This stage includes showing the example of the texts to the students. The teacher explains from general to specific. From general means the teacher has to explain about the definition of mind mapping and the benefits of mind mapping. From specific means the teacher has to explain the steps of making mind mapping and give examples of the mind mapping. It is the stage to make the students understand about the theoretical foundation of building the discussed texts. Finishing this stage, the teacher hopes the students understand well about the strategy that is going to be used in writing. The teacher also explains how to write a good paragraph and how to develop their idea that they made using mind mapping into their writing.

3) Joint Construction of the Texts (JCOT)

In this stage, the students have to joint together to have an exercise related to the topic. They can do it in group, in pairs or individually. All depends on the materials. They are expected to be able to do the work well because they have learnt about the theory in the stage two. The material is about writing a paragraph. In this case, the students have to know about the vocabulary words they have to use and how to write using mind mapping. In this stage, the teacher will get the students to write their idea by using mind mapping. It is only a plan for the

students before they write their ideas. The teacher will give the students a topic, their activity at their holiday and they can do it with their partner. They have to make mind mapping as their construction before writing their ideas. In another meeting, the teacher also asks the students to write their ideas as a writing plan about their experiences using mind mapping individually.

4) Independent Construction of the Texts (ICOT)

In this stage, in speaking aspect, the students have to be able to practice their speaking. For example, the students can tell about their daily activity in front of the class. In writing aspect, the students are hoped to be able to write their ideas in to writing. Related to the project, the teacher will get the students to develop their idea using mind mapping that they made in the previous meeting into their writing.

5) Linking Related Texts

In this stage, students investigate how what they have learnt in this teaching-learning cycle can be related to: other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities which link the text type to related texts include: comparing the use of the text type across different fields, researching other text types used in the same field. Thus, the teacher should make sure that the task in the preceded stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the independent tasks.

B. Relevant Studies

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' writing skill by using mind mapping. Another study has been conducted to find the use of mind mapping to improve students' writing skill. The first is a study conducted by Kusumaningsih (2008). She investigated the use of mind mapping as a visual media in improving students' writing skill. The result of her study showed that there were several improvements of students' score in writing.

The second is a study conducted by Miswiria (2007). She also conducted her study related to the use of mind mapping technique. In her research, she used the steps of using mind mapping technique to improve students' writing narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' for writing.

The last one is Wahyudi (2008), He did an experimental study to prove the effectiveness of mind mapping technique in improving students' writing in recount text. The result showed that the students' ability in writing recount text improved significantly. Moreover, the result showed that the mind mapping stimulated the students for writing. It is because by using the mind mapping technique the students can develop their ideas, imagination, vocabulary, and creativity.

C. Conceptual Framework

The concepts of the mind mapping technique to improve students' writing skills have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. That is why writing is considered as one of the most difficult productive skills that requires specialized skills because we need some process in writing. In fact, based on the observation at SMA N 1 Pleret, there are some problems that are found in writing skills. The first one is about expressing ideas. The students at SMA N 1 Pleret have difficulties to express their ideas in writing something. Some of them said that they had a lot of things to write in their mind but they did not know how to start writing. The second one is about vocabulary. The students at SMA N 1 Pleret have limited vocabulary that is why they get difficulties to express their ideas in writing. Therefore, it is not surprising if the students find difficulties in mastering writing skill. Teachers should find the effective ways of teaching writing.

On the basis of theoretical review, it can be seen that the mind mapping technique can help the students because it enables them to arrange the facts and ideas. Buzan (2008: 10) says that by using mind mapping, people can represent ideas into

visualization and graphic forms where one idea is connected to another idea by using branches. Besides he also says that by using mind mapping, it is easy for people to put information into their memory.

Therefore, the mind mapping is a good technique that can be used to teach writing at SMA N 1 Pleret especially in class XB. The use of the mind mapping is expected to help the students express and organize their ideas into a good text. Besides, it is also expected that the use of the mind mapping in the teaching-learning process can make the students comfortable to learn writing, and it does not waste the time. The implementation of an appropriate teaching technique is very essential in determining the success of the teaching-learning process. In this case, the mind mapping can make the students arrange a text easily. In the process of making the mind mapping, the students are provided some features such as image, key word, and color. Through those features the students can imagine and generate their ideas to produce a good text. Asking the students to create the mind mapping enables them to identify clearly and creatively what they have learned or what information they got.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into eight parts. They are: type of the research, research setting, subjects of the research, time of the research, data collecting procedure, the analysis of the data, validity and reliability of data and procedure of the research. Each of them will be presented in the following discussion.

A. Type of Research

This research was categorized as action research. In this research, the researcher uses the principles of action research. Action research is used to find and implement actions to improve the students' writing skill of SMA N 1 Pleret. The researcher and the research team members collaborated and worked together in conducting the research, identifying the collected problems, planning and carrying out the actions and doing the evaluation and reflection of the actions implemented.

B. Research Setting

The research took place at SMA N 1 Pleret. This school had 741 students, 68 teachers, and some school facilities such as a library, a chemistry laboratory, a biology laboratory, a computer laboratory, a language laboratory, 2 science laboratories, a show room, a medical room, a meeting room, 3 canteens, and a mosque. There were 22 classrooms. There were 243 students of grade X divided into 7 classes, 254 students of grade XI; 128 students of the IPA class and 126 students of

the IPS class, and 244 students of grade XII; 103 students of the IPA class and 141 students of the IPS class. They were taught by English teachers graduating from Yogyakarta State University (S1 Degree).

There were 32 students in class X B, consisting of 17 female students and 15 male students. The English class was scheduled into two sessions in a week, Monday at 09.30 to 11.00 and Wednesday at 09.30 to 11.00. "Look Ahead" is the course book that is used in class X B.

C. Subjects of the Research

The subjects of the research were the school principal, English teachers, the students of SMA N 1 Pleret, especially the students of class XB in the academic year of 2011/2012, and the researcher.

D. Time of the Research

The actions were conducted from August to November 2011. The researcher conducted the action research in the first semester of the academic year 2010/2011. The English teaching and learning process was conducted twice a week.

E. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

To find out information concerning students' writing skill the researcher did the reconnaissance. Based on the interview and observation in SMA N 1 Pleret, the researcher found and identified the existing problems. Then, the researcher determined the thematic concern.

The problems were obtained from the information of the school principal, English teacher, and the students. After the problems were identified, the problems were grouped based on the possibilities to be overcome. In grouping them, the research member considered the scale of priorities in solving the problems.

2. Planning

After the researcher identified the problems, the researcher made some planning to choose the actions that were feasible to be implemented in the field.

3. Acting and Observing

The actions implemented in the class after the planning were agreed. In doing the actions the researcher taught the students and asked English teacher to observe during the teaching-learning process. Based on the observations, notes, of the students' responses in the actions, the research members discussed the implementation. They evaluated the implementation of the actions and if the actions were not satisfied, they improved the actions for the next cycle.

4. Reflecting

After each cycle of the action was completed, all the members of the research discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the action carried out was successful, the researcher continued to implement it but if the actions were not successful, the researcher tried to find the suitable actions so that the condition would be better.

F. Data Collecting Techniques

The data were qualitative and quantitative in nature. The qualitative data were the description of the process during the action. To get those data, the following qualitative data collection techniques were employed:

1. Observation

The observation was done to know what happened in the classroom when the research was being conducted. The result of the observation was used to get information for supervising and inspecting the next research plans. In this case, the observation was reported in the form of field notes. It described what happened in the classroom. The class observation was also completed with the photographs taken from the writing teaching-learning process. The photograph was one of the references to support the notes about what happened in the classroom.

2. Interview

The interviews were held to get the data about the students' interest about the technique during and after the teaching-learning process. The data were interview transcripts. The interviews were unstructured. It means the teacher and the students answered the questions related to their opinions and suggestions about the teaching-learning process of writing by using the mind mapping technique. The English teacher and some students of class XB were interviewed soon after the research was implemented.

The quantitative data were the scores of the students' writing before and after the actions were applied. The quantitative data were used to support the qualitative description. The data were also aimed to describe the actions. They were collected by means of the writing test.

1. Writing test

To obtain valid scores that defined students' writing skill, clear criteria to assess their works were needed. To qualify this need, the researcher adopted the rubric of Anderson (2003: 92). Students' writings were assessed by the researcher and English teacher. There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. The table in the next page presents the categories for evaluating writing and the ranging the scores.

Table 2: The Scoring Rubric of Writing

Categorization	Description
Ideas and	•
development	
1	Weak development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
	Extensive development of topic; strong support of main
4	idea with details
Organization	
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
	Completely organized; smooth flow with strong
4	sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
	Vivid and imaginative word choice; appropriate use of
4	vocabulary
Sentence	
structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequete; few errors and some varieties of lengths
4	Excellent; no errors and a variety of lengths
Capitalization	
and punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

The categorization of scores gained by students was made to find out the level of students' writing skill. The scores categorization of students' writing skill was based on the ideal score. The highest score was 24 and the lowest score was 6. The ideal mean score (Mi) and ideal standard deviation (SDi) could be calculating using the formula as follows:

The frequency distribution of the scores of the students' writing ability can be categorized into four levels, namely, very high, high, medium, and low. The distribution was calculated based on the Mi score and SDi as follows:

Table 3: Scale Category of Reliability

Reliability category	Interval
Very high	19-20
High	13-18
Medium	7-12
low	0-6

G. Data Analysis

From the data collecting procedure, there were two forms of the data in this study. The first was qualitative and the second was quantitative. The qualitative data were obtained from the interviews with the teacher and the students of class X B, the classroom observation and taking photographs of teaching-learning processes in the class. Meanwhile, the quantitative data were obtained from the writing test.

1. Qualitative Data

There were three steps in analyzing the data, namely reducing the data, presenting the data, and verifying the data (Miles and Huberman, 1994: 10-11).

a. Data Reduction

Reducing the data could be interpreted as the process of selection, simplification, and transformation of the data in the field. This activity involved synthesizing the information obtained from sources of the data into coherence description. In this research, the data were obtained from observations. The researcher made some notes about whatever that the researcher observed and then he made coherent description based on the notes.

b. Data Display

The display included many types of matrices, graphs, column, table, charts, and networks. All were designed to assemble organized into an immediately accessible, compact form, so that the analyst could see what was happening and either draw justified conclusion or moved onto the next step of analysis display suggest might be useful. By displaying data, the researcher showed the data

analysis by using column and table. The researcher described the answer of problem statement, such as describing the method implemented in teaching writing using mind mapping in SMA N 1 Pleret and the result in teaching writing before and after using the mind mapping.

c. Conclusion Drawing and Verification

The third analysis activity was conclusion drawing and verification. By verifying the data, the researcher drew conclusions throughout the course. The researcher wrote only what the researcher saw each day and interpretation of those observations. The conclusion and summary of the description were taken after the researcher presented the data.

2. Quantitative Data

Meanwhile, the quantitative data from the writing test were analyzed by using descriptive technique. Here, the researcher compared the students' pre-test and post-test scores by using the t-test to know whether or not there is significant difference in the pre-test and post-test scores. The data can be seen from the students' mean scores before and after the action research was conducted. Then from the scores of the writing test, the students' progression level was identified.

H. Validity and Reliability of the Research

In this research, the researcher used three criteria of validity as stated by Anderson (Burns, 1999:161-162). They were as follows.

- Democratic validity was related to stakeholders' chances to give their opinions, ideas and comments about the implication of the action research. To get democratic validity, the researcher conducted interviews to ask the students' and the teacher's opinions, ideas and suggestions.
- 2. Process validity meant that actions done in the research were believable. This criterion was applied to validate the data by looking at the teaching-learning process during the researcher conducted the research. To get process validity, the researcher made observations to the students in the learning process.
- 3. Dialogic validity meant that the stakeholders could participate in the process of research. The dialogic validity related to the process of collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner. It was done by holding dialogues with other practitioners to ensure the validity of the data. The researcher invited a practitioner peer or critical friends during the research.

To enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher used triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns (1999:164) proposes four forms of triangulation, namely time, space, investigator, and theoretical triangulation. In this research, the researcher used investigator triangulation and theoretical triangulation. For both types of triangulation, the researcher invited another observer to observe and gave notes to the students and compared with researcher's notes, and analyzed the grammatical structure, content and what errors were made using more than one theoretical perspective.

CHAPTER IV

RESEARCH PROCEDURES, FINDINGS AND INTERPRETATIONS

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedures and the second section presents the findings and interpretations of Cycles 1 and 2.

A. Research Procedures and Findings

This research is action research. In the previous chapter, it has been mentioned that the steps of the research were planning, implementation, observation, action and reflection. The purpose of the research was to improve the students' writing skills of grade X in SMA N 1 Pleret. The researcher focused on applying the mind mapping technique to improve the students' writing skills.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, researcher observed and identified the problems that occurred in the writing learning process. The second step was planning. After the problems had been identified, researcher designed a syllabus and an action that were feasible to be implemented in the field. The action designed in this research used the mind mapping technique. The third step was action and observation. In this step, researcher implemented the action that had been made. After that, researcher observed and evaluated the data, whether the mind mapping technique was effective

to improve the students' writing skills or not. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and researcher himself identified the effective and ineffective actions activities so that the researcher could design the better plans for the next Cycle.

1. Identification of the field problems

The researcher had a discussion with the English teacher of grade X at SMA N 1 Pleret to identify the problems. Besides, researcher also observed the English teaching-learning process in the class. Researcher did some observations to identify the problems that occurred in English teaching-learning process of grade X at SMA N 1 Pleret. In identifying the field problems, researcher observed the classroom activities and also interviewed the teacher. Those problems could be seen on the next page.

Table 4. The Field Problems in XB, SMAN I Pleret.

No	Problems	Codes
1	When the teacher came to the class, the students were not ready to study.	S
2	Some students felt bored.	S
3	The students did not pay attention when the teacher explained the material.	S
4	The students often made up something for fun in answering the teacher's questions.	S
5	The students found difficulties in writing sentences in English.	S
6	The students had low interest to look up new words in their dictionary.	S
7	Some students had difficulties in answering the teacher's questions.	S
8	The students lacked grammar ability.	S
9	The students had difficulties in guessing the meaning of words.	S
10	The students had difficulties in understanding the meaning of some sentences.	S
11	The students pronounced words incorrectly.	S
12	The students played with their classmate while the teaching-learning process was in progress.	S
13	The students had difficulties to express their ideas in writing.	S
14	The students lacked vocabulary.	S
15	The students did not bring the course book.	S
16	The students did not do their homework.	S
17	Some students felt shy to ask or answer the teacher's questions in English.	S
18	The teacher used only one source of teaching materials. (<i>Look Ahead book</i>)	Т
19	The teacher sometimes did not give a warning when some students talked to their friends.	T
20	The teacher gave the students too little time in doing some tasks.	T
21	The teacher found difficulties in handling the students who made noise.	T
22	The teaching-learning facilities (e.g. library, language lab) were limited.	F
23	The teacher lacked ideas in creating some interesting activities.	T
24	The teacher's style in teaching was teacher-centered.	T
25	The students did not have much time in the process of writing.	S
26	The students found it difficult to memorize new English words.	S
27	The students had low motivation joining the classroom.	S

S: students, F: facilities, T: Teacher

Based on the identification above, there were some problems related to the process of writing teaching-learning. They were categorized into problems on students, teachers and facilities. Since the focus of the study is on the use of the mind mapping technique to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the recount text.

Table 5. The Problems Related to the Process of Writing Teaching-Learning

No	Problems	Codes
1	The students did not pay attention when the teacher explained the material.	S
2	The students often made up something for fun in answering the teacher's questions.	S
3	The students found difficulties to write sentences in English.	S
4	Some students had difficulties answering the teacher's questions.	S
5	The students lacked grammar ability.	S
6	The students had difficulties to express their ideas in writing	S
7	The students lacked vocabulary.	S
8	The students were lazy to look up new words in their dictionary.	S
9	The students easily got bored during the lesson.	S
10	The students did not do their homework.	S
11	The teaching-learning process lacked the use of learning facilities.	F
12	The students had low motivation in joining the classroom.	S
13	The students did not have much time in the process of writing.	S

Based on the problems related to the process of writing teaching-learning, the researcher and the teacher discussed the main causes of the problems. The result of the discussion between the researcher and the teacher was used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems were:

- a. The students found difficulties to write sentences in English.
- b. The students lacked grammar ability.
- c. The students had difficulties to express their ideas in writing.
- d. The students lacked vocabulary.

The teacher asked the researcher to propose some action plans to overcome the field problems. The teacher added that the action plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

2. Determining the actions to solve the field problems

After the researcher and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researcher and the English teacher agreed that those problems above related to writing skill. Then the researcher and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researcher to make some action plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended

to overcome the problems of the students who had difficulty to generate ideas for writing the recount text, the students who usually talked with their friends and made noise; the students who seemed to be lazy to study in the writing activity; and the students who lack of grammar and vocabulary. The actions plans were as follows.

- a. Using recount text with the mind mapping
- Employing the stages of English teaching-learning cycle in the process of writing teaching-learning
- c. Improving classroom management

The use of mind mapping was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the recount text. Besides, mind mapping which was colorful and varied would be able to attract the students' attention. Mind mapping could encourage them to involve the texts writing in the teaching-learning process. Considering the strengths and the weaknesses of the students' ability, finally the researcher decided to use mind mapping technique to improve the students' writing skills.

The English teacher suggested that the action above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and then the researcher made the lesson plan.

B. Report of Cycle 1

1. Planning of Cycle 1

A plan of action was derived to be implemented in Cycle 1. The focus of the action in this cycle was to improve the students' writing skills. In this cycle, the researcher applied the mind mapping in order to improve students' writing skills. There were three meetings in this cycle. In the first and second meeting, the researcher used the mind mapping as the practice. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping and also gave them an example of the mind mapping technique. This technique was done as a practice for them. Besides, it was used in order to check their understanding about the words they learnt. Finally, the researcher asked the students to produce recount text. The aim of this activity was to check their improvement after they learnt about the mind mapping.

The researcher designed some steps in applying the mind mapping to solve the problems related to the students' writing. It fulfilled the democratic validity and dialogic validity. The steps were as follows:

 Using colorful pictures of mind mapping in the BKOF and MOT stages for studying the recount text

In this activity the researcher used the aid of pictures for studying the recount text. The researcher gave an example of recount text with the mind mapping in order to make the students master the technique well. Besides, the researcher also explained the rule how to make mind mapping first.

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

In this action, the researcher asked the students to make mind mapping related to the topic. Then the researcher asked the students to produce vocabulary words related to the topic. It was only a plan for the students before they wrote their recount text. After the students finished their work, they discussed the answer with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily.

c. Writing recount text by using mind mapping (ICOT stage)

In this action, the students were asked to write the recount text. Then, they were asked to write a story based on the mind mapping they made. The researcher monitored the students' activities. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. Hopefully the students could develop their ideas using mind mapping.

2. Actions and Observations of Cycle 1

The actions of Cycle 1 were implemented on 7, 9, and 14 November 2011.

The topic was focused on writing recount texts. The data during Cycle 1 were collected using field notes during classroom observations, interviews, and

photographs. There were three meetings in this cycle. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping. Mind mapping was a technique that was used to improve students' writing skill. The researcher used this technique as a part of the English teaching-learning process. In applying the mind mapping technique, the researcher gave an example of recount text with the mind mapping in order to make the students master the technique well. Besides, the researcher explained the rule how to make the mind mapping first. The students seemed confused but they were also motivated to hear it because this technique was new for them. After the researcher explained the rule, there was a student who asked to repeat it again and the researcher explained it again.

Meanwhile, the English teacher as the collaborator helped the researcher to observe the English teaching-learning process from the back side of the classroom and the researcher himself monitored and noted everything he needed to get the data. At that time, the students looked so happy when they did it, it could be seen from their behavior; they looked serious and most of students were busy to do their job.

 Using colorful pictures of mind mapping in BKOF and MOT stage for studying the recount text

In this action, colorful pictures were used to capture attention and interest of the students. The researcher gave an example of a recount text and also explained the generic structure of the text. Then the students discussed the generic structure and language features of recount text. In recount texts they had to find the personal participants, chronological connection, linking verbs, adjectives, action verbs, and simple past tense. Besides the researcher also provided colorful pictures of mind mapping and explained the definition of mind mapping, the benefits of mind mapping and the steps of making mind mapping. Furthermore the students could learn from the example of mind mapping that had been distributed to them. Those statements were supported by the quotation of the field note below:

Ketika Ss siap dengan pembelajaran, R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks recount. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.

(When the students were ready to study, R explained the steps how to make the mind mapping and also generic structure of recount text. The students seemed very enthusiastic about the activities. Then R gave an example of the mind mapping to them. They were interested in understanding the pictures) (Field note 5)

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

The students reported that they had not been trained on any kinds of planning skills in their teaching-learning. The lack of training on pre-writing planning may hinder students' writing. According to Graham and Perin (2007: 18), pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging students in such activities before they write a first draft improves the quality of their writing. That is why the researcher asked the students to make mind mapping as a pre-writing planning. Then, the researcher also asked the students to produce words related to the topic. The researcher asked students about their last holiday. Then, the students were helped by the teacher to decide the topic of

their writing. The topic was "holiday". Finally, the students were given homework to make mind mapping based on the topic. Before they made mind mapping, the teacher guided the students in front of class to make the mind mapping by using pictures that had been shared to the students. After the researcher explained the material, then the students made the mind mapping. Then, the researcher went around and gave explanation to the students who did not understand how to make mind mapping. When the researcher applied the mind mapping, the students seemed serious in doing their job. Most of the students tried to finish their mapping as soon as possible. There were some students who added pictures and chose appropriate words related to the topic. But there were also the students who asked their friends when they found difficulties. This situation was shown in the following quotations.

"Beberapa Ss terlihat antusias untuk mengerjakanya, namun masih ada beberapa siswa yang terlihat tidak mengerjakannya, mereka hanya melihat saja. R mendekatinya dan bertanya kenapa tidak ikut mengerjakan. S menjawab "saya ngerjake kok pak, tapi saya tidak bawa kamus jadi saya harus pinjam dulu. R terus berjalan mengontrol hasil kerja mereka. Ketika itu ada seorang siswa yang bertanya pada R, "Pak, ini artinya apa? R menjawab "udah dicari di kamus belum" S menjawab "belum, Pak". Ya sudah dicari dulu ya."

(Some students seemed enthusiastic to finish their work, but still there were one of them who did not do the work. R asked him why he did not finish his work. He answered "I did it, Sir but I had to borrow the dictionary first because I did not bring it. Then R continued to check their work, there was a student who asked a question "Sir, what is the meaning of this word? R answered "Have you searched it in your dictionary?" He answered "Not yet, Sir". You had to check it first.

(Field note 4)

"S menanyakan sebuah kata yang berkaitan dengan topic yg sedang mereka kembangkan, karena dia tidak menemukanya dalam kamusnya. Kemudian R menyarankan untuk meminjam kamus ahmad karena kamus dia lebih besar. Setelah itu, R menanyakan pada selvi."gimana vi, ketemu tidak artinya?". Selvi menjawab, "iya Pak, terimakasih". "

(S asked a word related to the topic. It was because she could not find it in her dictionary. Then R suggested her to borrow Ahmad's dictionary. Finally, R asked Selvi "Did you find it?" She answered "Yes Sir, thank you").

(Field note 6)

The situation above shows that this activity did not run well yet. There were some students who still had difficulties to choose the words that could be used in their mind mapping. Sometimes, they asked their friends to get the meaning of a word. It wasted the time and disturbed the others. When the bell had rung, some students did not finish their work yet. But they had to submit their work even though they did not finish yet.

c. Writing recount text by using mind mapping (ICOT stage)

In this action, the next activity was writing a recount text. By doing this activity, the students were expected to be able to use the words they learnt. It was very useful for them because it could measure whether they could know or understand the words they learnt through the mind mapping. They were asked to write a story based on the mind mapping they made. The students wrote their holiday's story in a piece of papers that had been distributed for them. The researcher monitored the students' activities. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. The researcher always reminded the students to consider the generic structure, to use the simple past tense, and to apply the appropriate spelling and punctuation.

After the students finished their work, they discussed the answer with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily. In this case, the researcher and the English teacher planed to correct and wrote all the words on the blackboard. In this activity, the researcher gave a chance to all students to correct it first and even correct their friends' answers. Hopefully the students who did not have a chance to answer or correct their friends' answers could learn from them. It was shown in the following quotation of field note:

"R meminta beberapa Ss untuk menulis karangan mereka di depan kelas. Setelah Ss selesai menulis karangan mereka, kemudian R mengeceknya. Hasilnya, hamper semua Ss membuat kalimat dengan benar"

(R asked the students to write their story in front of the class. The results were satisfying enough, most of the students made the sentences correctly) (**Field note 6**)

3. Reflection I

After implementing the action, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on the observations in the teaching-learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. As mentioned in Chapter III, it was needed to fulfill the democratic and dialogic validity. Here, everybody had an equal opportunity

to express their ideas, opinions, and feelings. From the implementation of the action above, some findings were presented as follows:

The mind mapping is a technique that can improve students' writing skills. It can be implemented as the warming-up or even as a practice in the teaching-learning process. Based on the observation during the action and the interview, the implementation of the mind mapping technique in English teaching-learning process was effective to improve students' writing skill. Based on the data those were carried out from students in the interview 4. It seemed that the students' motivation increased in the learning process. They did not get bored during the teaching-learning process because they were interested about the use of the mind mapping. They also felt that the task was easy to do. Besides, the students' motivation also increased since they knew more the words and they were also happy to study together. Those statements were supported by the quotation of the interview with the students below:

Researcher: "Menurut kalian bagaimana pembelajaran bahasa Inggris setelah pertemuan pertama menggunakan mind mapping ini?"
(What do you think about the English teaching-learning after the first meeting by using the mind mapping?)

Students 4,5, : "Wah **asyik**, Mas dan ternyata **mudah** cara membuatnya, Mas"

(It was **interesting**, Sir and actually it was also **easy**, Sir)

Siswa 1,2,3 : "Iya Mas suka, kata kata yang dulu ga tahu jadi tahu sekarang dan belajarnya kan bareng-bareng jadi enak"

(Yes we liked it, we could know more the words, Sir and we were happy to study together)

(Interview 4)

The conclusion above is supported by the data from interview 2 with English teacher. It can be concluded that the conclusion is valid and reliable from the view point of democratic validity. The following interview's quotation with the English teacher supported the conclusion above.

Researcher : O......begitu ya bu ya. tapi pada intinya Cycle pertama itu

bagaimana ya bu?sudah ada peningkatan belum?

(What did you think of Cycle 1, was there any improvement?)

Teacher : Ya, sudah ada mas, sudah kelihatan.

(Yes,)

Researcher : Terlihat dimana bu?

(How did you know, Mom?)

Teacher: Ya itu tadi mas, **antusiasnya**.

(It could be seen from their **enthusiasm**)

Researcher : Pada waktu menulis kalimat itu ya bu?

(When they made the sentences?)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya

kosakata yang mereka kuasai juga bertambah.

(Yes. Besides, it seemed that there was an improvement on

their vocabulary) (Interview 2)

The quotation above is also valid based on the concept of investigator triangulation. Although generally the mind mapping was considered successful, the researcher and ET found that there were some weaknesses in the process of applying the mind mapping. The researcher and ET found that there were some students who did not bring dictionaries in the class. It would affect the competence of the students in choosing the suitable words when they did the process of writing.

 Using colorful pictures of mind mapping in BKOF and MOT stages for studying the recount text

Using pictures in combination of materials was successful in Cycle 1. The students were interested with the color of mind mapping pictures, so their motivation and happiness during the class increased. Applying mind mapping in BKOF and

MOT stages also could improve the understanding of the text. Based on the data from interviews 1 and 4; the students could use the mind mapping to develop their ideas and it also could reduce the boredom. This result is valid since it accomplished the requirements of the process validity and democratic validity. It is also valid based on the concept of investigator triangulation. These could be seen in the interview transcript below.

Researcher : Menurut ibu bagaiman penggunaan pictures dalam

pembelajaran writing di Cycle 1?

(What do you think about the use of pictures in the process of

teaching-learning writing in Cycle 1?)

Teacher : Bagus mas. Semua siswa terfokus pada bacaan dan judul.

Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar meraka bisa menebak – nebak isi bacaannya dan **memperkirakan** arti kata yang menurut

mereka sulit.

(It was good. The students focused in the text and the title. Although there was still one or two students who made noisy.

They can **predict** the content and the difficult words)

(Interview 1)

Researcher: "Menurut kalian bagaimana tentang penggunaan gambar

warna di mind mappingnya?

(What did you think about the use of colorful pictures in the

mind mapping?

Students : "Suka mas, tidak membosankan."

(I like it, Sir) (Interview 4)

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

In the process of pre-writing planning strategy, most of the students had their own opinion about the words that related to the topic. Based on the interview 4, the students were motivated to finish their mind mapping but the researcher and the English teacher found that there were still some students who were confused to choose the suitable words. This result is categorized valid since it fulfilled the requirements of process and democratic validities. This situation was shown in the following quotation:

Researcher: "Baik, trus secara keseluruhan ada tidak **kesulitan** dalam pemilihan kata katanya? Maksudnya ketika menggambar mind mappingnya?

(Well, overall were there any **difficulties** in choosing the words? I meant when you drew the mind mapping?)

Students 1, 5 : "Iya Mas, **bingung** milih kata katanya tapi kita bawa kamus jadi ya mudah ngerjainnya"

(Yes, Sir I was **confused** to choose the word but we brought a dictionary so it made us easier to finish it)

Students 2, 3,4: " **Bingung** juga sih, bahasa indonesianya kita **tau** tapi bahasa inggrisnya yang ga tau"

(I was **confused**, I **knew** the words in Indonesian but not in English)

(Interview 4)

c. Writing recount text by using mind mapping (ICOT stage)

The implementation of writing recount text in the last activity of using mind mapping was successful. The students could use the words they learnt by producing sentences. It was like the researcher's expectation. This activity was one of the activities to measure whether there was an improvement in their writing or not. Based on data from interviews 2 and 4, the researcher and the English teacher agreed that there was an improvement in their writing although sometimes there were still some students who made mistakes. Their mistakes were not about grammar but vocabulary.

This result fulfilled the requirements of process validity and democratic validity. The following quotation of interview showed how effective this activity:

Researcher : "Terus bagaimana dengan membuat kalimat tadi?"

(Then, what about the activities of writing sentences?)

Students 1,4,5: "Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapi setelah kami selesai membuat mind mapping, kita **enak** mengarangnya Mas. Kami sangat **terbantu**

dalam mengembangkan tulisan kami."

(Actually we were confused to make it, but after we finished making mind mapping, we could arrange it **well**, Sir. We were

helped in developing our writing)

(Interview 4)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya

kosakata yang mereka kuasai juga bertambah.

(Yes. Besides, it seemed that there was an improvement on

their vocabulary)

Researcher : Tahunya bertambah dimana bu?

(How did you know Mom?)

Teacher : Ya bisa dilihat pada waktu **membuat** kalimat itu, walaupun

masih ada yang **salah** namun secara keseluruhan bisa dibilang

tulisan mereka sudah bagus.

(It could be seen when they **made** sentences. Although sometimes they still made **mistakes**, overall there was an

improvement on their writing)

(Interview 2)

The result above is also valid based on the concept of investigator triangulation. By implementing this activity, the students could write faster by following the framework of the mind mapping. Besides they could use their new words to produce the recount text.

4. Summary I

Based on the reflection above, there were successful and unsuccessful actions.

The researcher described the successful and unsuccessful actions as follows.

- a. The successful actions
- 1) Using pictures in combination of materials was successful. Implementing colorful pictures helped the students in understanding the material. Besides, the students could use the mind mapping to develop their ideas and it also could reduce the boredom.
- 2) In the process of writing recount text, it can be categorized as a successful action because the students could use the words they learnt by producing recount text.
- b. The unsuccessful action

In the process of pre-writing planning strategy, the researcher and the English teacher found that there were some students who had difficulties to choose the suitable words.

C. The Report of Cycle 2

Based on the reflection of Cycle 1, it was found that some activities in using the mind mapping were not successful yet to improve students' writing skills. It was found that there were still some students who made a noise in the classroom activity and it was also found that some students who did not bring a dictionary, that was why they made mistakes in choosing the suitable words.

1. Planning of Cycle 2

The English teacher and the researcher planned some efforts as treatments to solve the problems which were related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher would still use the similar activities like in Cycle 1, i.e. using mind mapping as a pre writing strategy and writing recount text as the final activity. Besides, the English teacher and the researcher would also focus the efforts on making group work and requiring the students to bring dictionary with them. This was done to fulfill the democratic and dialogic validity. The efforts were described as follows:

a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher used this activity so that the students find it easy to do the mind mapping. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

b. Using a dictionary to develop the mind mapping (JCOT stage)

In this action the researcher still used mind mapping as a pre writing supported by dictionary. The researcher and the English teacher agreed to ask the students to bring a dictionary with them in every meeting. This action was done because in Cycle 1, the researcher found that there were some students who did not bring a dictionary with them. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students would have more chances to search the difficult words and to find out the words that were related to the key word. Besides, it would be easy for them to memorize new words if they searched them by themselves.

The researcher planed to give a punishment for the students who did not bring a dictionary with them by requiring them to memorize new words. There were about 4-5 words that they had to memorize. They should say them in front of the class in the next meeting.

c. Writing recount text by using mind mapping (ICOT stage)

Writing sentences activity was considered as an important part in learning writing, the researcher still used this activity. Through this activity, the students were expected to use their mind mapping that they had made.

2. Actions and Observation of Cycle 2

Cycle 2 was done in three meetings; they were on 16, 21 and 23 November 2011. Below are the actions that the researcher implemented in Cycle 2:

a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher applied group work in the class. The researcher asked the students to make a group of four. The students seemed enthusiastic when the researcher asked them to make a group of four. They turned their seat back soon after the researcher asked them. They did not take a long time to make a group of four but when they turned back their sit, the class became a little bit noisy. They did not complain although they had to be in a group that consisted of boys and girls. The students seemed enthusiastic and serious to learn in groups. It was shown from the situation below.

"Selama proses pembuatan Mind mapping, Ss sangat serius terhadap tugas mereka. Hal ini terlihat ketika masing masing kelompok terlihat membagi tugas, ada yang menyatakan pendapat mereka masing-masing ada juga yang mendapat bagian menggambar mind mappingnya".

(In the process of making the mind mappings' diagram, the students were serious on their assignment. It could be shown when each group discussed their mind mapping)

(Field notes 8)

Besides, providing colorful pictures could stimulate their ideas and keep new words in their long term memory. Murley (2007: 176) states displaying all related topics on the same mind map, with emphasis and connections indicated by images,

symbols, and colors, improves memory retention. The maps are also easier to understand, which saves time and increases productivity.

b. Using a dictionary to develop the mind mapping (JCOT stage)

The researcher asked the students to bring a dictionary with them in every meeting. In Cycle 2, the number of students who brought dictionary increased. It was higher than in Cycle 1. This action was done because in Cycle 1, the researcher found that there were some students who did not bring a dictionary with them. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students would have more chances to search the difficult words. Besides, it would be easy for them to memorize new words if they searched them by themselves. Furthermore, Welker (2010: 74) states students with a background in dictionary training are better able to avoid the problematic spots in writing sentences and follow strategies for solving word problems when enough help is provided by the dictionary.

By asking them to bring a dictionary, the process of making mind mapping could run well. The students seemed busy with their own job. There was no found the students who walked around to do nothing in the process of making mind mapping. The quotations below supported the argument above:

Suasan kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang bertanya kepada kelompoknya untuk menyelesaikan karangan mereka. Mereka terlihat benar benar tidak mengganggu kelompok lainya. Mereka focus dengan pekerjaan mereka sendiri.

("At that time the condition of the class was not noisy. There were only groups that were busy doing their job to finish their writing. They did not disturb their friends. They focused on their own job)

(Field notes 9)

The researcher applied his rule for students who did not bring a dictionary with them by giving a punishment to them. The researcher asked the students to memorize some new words and then say the words in the front of the class in the next meeting. The researcher gave a punishment for students who did not bring a dictionary with them only in the first and second meetings of Cycle 2 because in the third meeting all students brought the dictionary.

c. Writing recount text by using mind mapping (ICOT stage)

Although in Cycle 1 this activity had been done, in this cycle the researcher still used it. In Cycle 2, the students made fewer mistakes than in Cycle 1. They were eager to come up to the front of the class to write their story. Then the researcher corrected the students' sentences. When the researcher checked the sentences, the students paid attention to him. And sometimes there were some students who asked the researcher to explain again.

R memberitahukan Ss bahwa waktu telah habis dan Ss terlihat sudah siap mengumpulkan hasil kegiatan mereka. 10 menit R dan Et mengecek hasil karangan siswa. ET memberitahukan bahwa hasil pekerjaan siswa sudah lebih baik dari sebelumnya, kalimat kalimat yang dibuat sudah baik dan tidak ambigu.

(R told the students that time over and the students seemed ready to submit their works. In the next 10 minutes, R and the English teacher corrected the students' writing. The English teacher told that the students' writing was better than before especially in writing sentences.)

(Field note 9)

3. Reflection II

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the English teacher as the collaborator in order to have an evaluation about the action. Besides, the researcher interviewed students about the implemented action. From the implementation of the action above, some findings were described as follows:

a. Providing colorful pictures of the mind mapping in group work (BKOF and MOT stages)

The implementation of group work in this cycle was also successful to improve the interaction among the members of the group. During the group work, the students could share the task given in order to finish the mind mapping. Based on the interview 5, the students thought that it was easier to do the exercises when they worked in a group than they had to work individually. The use of colorful pictures made the students motivated to learn the mind mapping. This result was categorized valid since it fulfilled the requirements of process and democratic validity. It was shown in the following quotation of interview:

Researcher : "Bagaimana menurut kalian tentang penggunaan gambar pada mind mappingnya?"

(What did you think about the use of pictures in the mind mapping?)

Students 1,2,5 : "Lebih **menarik**, Mas. Kami jadi lebih semangat mempelajari mind mappingnya"

(It was **interesting**, Sir. It made us **motivated** to learn the mind mapping)

Students 3,4 : "Iya, itu lebih **menari**k. Terlebih lagi kita berkelompok, jadi lebih **mudah** membuat mind mappingnya."

(Right, it was **interesting**. Since we were in a group, it made us **easier** to create the mind mapping)
(Interview 5)

b) Using a dictionary to develop the mind mapping (JCOT stage)

By asking the students to bring a dictionary with them, the process of making mind mapping ran well. Based on the interviews 4 and 5, the students were helped to choose the suitable words. Then, it also made them concentrate more because they did not need to walk around just for borrowing a dictionary. This result was categorized to be valid since it accomplished the requirements of process validity and democratic validity. The result was also valid based on the concept of investigator triangulation. The following quotations showed the situation:

Researcher : "Setelah saya suruh membawa kamus, ada tidak manfaatnya

buat kalian?"

(After I asked you to bring dictionary, was there any benefit for

you?)

Students: "Iva, mas. Kita **terbantu** nyari kata-katanya"

(Yes, Sir. We were **helped** to search the words)

(Interview 5)

Researcher : Berbedanya di mana bu?

(Where is the differentiation, Mom?)

Teacher : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi

mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainya jadi mereka

lebih konsentrasi.

(Well, when I monitored from the back side of the classroom I found that they all brought a dictionary. There were no students who borrowed a dictionary with their friends so they

could **concentrate**.)

(Interview 3)

From the quotations above, it can be concluded that by asking the students to bring a dictionary, the process of making the mind mapping ran well because they could choose the suitable words.

c) Writing recount text by using mind mapping (ICOT stage)

The implementation of writing recount text by using the mind mapping was considered successful. Based on the interview 3 and 5, the researcher found that writing sentences helped the students to understand the use of the words they learnt by using them in the sentences. It meant that this activity helped the students to produce their writing. This result accomplished the requirements of process validity and democratic validity. It was also valid based on the concept of investigator triangulation. The quotations below supported the argument above:

Researcher : "Baik, bagaimana dengan menulis teks recountnya?"

(Well, how did you make the sentences?)

Students : "Karena kita **tau** arti dari kata katanya jadi itu

memudahkan ketika mengarangnya mas"

(Because we **know** much the meaning of the words that were used to make the sentences, it made us **easier** to write the text,

Sir)

(Interview 5)

Researcher : Lalu bagaiamana dengan kegiatan membuat teks recount

berdasarkan mind mapping yang di buat para siswa bu? Apakah menurut ibu kegiatan ini juga berhasil tuk membantu

siswa dalam memperbaiki tulisan mereka?

(What did you think with the activity of writing recount text,

Mom? Was it successful to improve their writing?)

Teacher : Iya mas, itu cukup **membantu** mereka. Tadi saya lihat

sebagian besar siswa **membuat** kalimat dengan benar, walau ada juga yang masih membuat kesalahan tapi ga papa mas

yang penting mereka sudah mau mencoba.

(Well, it could **help** them enough. I saw most of the students **wrote** the sentences correctly. Although there were still mistakes, but it was OK.). (**Interview 3**)

Here, the researcher compared the students' pre-test with post-test scores by using the t-test to know whether or not there was a significant difference in the pre-test and post-test scores. The data could be seen from the students' mean scores before and after they got treatment. Below, the results of the t-test were presented.

Table 5: The result of the t-test

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	32	56.56	11.943	0.164	21	.000
Post-test	32	73.75	5.536	8.164	31	1000

Based on the table above, it could be shown that the mean scores of the pretest was 56.56 and that of the post-test was 73.75. It means the average score of the post-test increased by 17. 188 from the average score in the pre-test. There are 3 students who get maximum score for the pre-test with the value of 80, while in the post-test there are 10 students who get maximum score with the value of 80. Based on the result of the *t-test*, the score difference was significant at p(0.000) < 0.05. Therefore, by seeing the improvement of students' scores, it could be concluded that the implementation of the mind mapping was believed to improve the students' writing skill.

4. Summary II

Based on the reflection, it could be concluded that the mind mapping and its accompanying activities in Cycle 2 were successful to improve the students' writing skill. It was shown by the process of making the mind mapping especially the activity of producing recount text using the mind mapping that had been made by the students. It could be seen from the sentences that were made by the students in their recount text, most of the students had more vocabulary in writing sentences. Besides, their grammar was also in the correct form. From the reflection of Cycle 2, it showed that most of the students were able to make recount text using the mind mapping. It could be used as the tool to measure whether there was an improvement on students' writing skill or not. Besides, the researcher found that students were more enthusiastic in making the mind mapping in Cycle 2. They involved in most of the activities in making the mind mapping.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' writing skill. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

Here the researcher presents detail information related to the implementation of the mind mapping to improve the students' writing skill at SMA N 1 Pleret. The descriptions are presented in the next page.

Table. 6: The improvement of the cycles

Before action	After cycle I	After cycle II	
There were some students who found difficulties to write sentences in English.	Most of the students found it easy to write sentences in English.	Students find it easier to make English sentences.	
The students lacked grammar ability.	Some students were able to make sentences used the simple past tense and made sentences in a good structure.	Almost all students were able to make sentences used the simple past tense and made sentence in a good structure.	
The students had difficulties to express their ideas in writing.	Some students could generate or organize their ideas by using the mind mapping.	All students could generate or organize their ideas by using the mind mapping.	
The students lacked vocabulary and used inappropriate vocabulary in their sentences.	Students' vocabulary mastery improved. Some students were able to use appropriate vocabulary in their sentences.	Students' vocabulary mastery improved. Almost all students were able to use appropriate vocabulary in their sentences.	
The students' score average of pre-test is 56.56.	Students' writing skill improved in the daily meeting.	The students' score improved. The average of the post-test is 73.75.	

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication, and the suggestion. The discussion of each section will be delivered as follows.

A. Conclusions

The research is about the implementation of mind mapping to improve the students' writing skills. Based on the discussion in the previous chapter, it can be concluded that the mind mapping can improve students' writing skill. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the students said that writing was difficult. It could be seen from their product of writing. Firstly, the students had little knowledge of vocabulary. They wrote in Indonesian. Secondly, they found it difficult to use accurate grammar so they made many mistakes of grammar. Moreover, they also found it difficult to organize sentences into a good text. Furthermore, the students had difficulties to express their ideas in a written form. It can be indicated by the facts that they did not understand the teacher's explanation, they got bored because the teacher did not use media to support teaching-learning process and to improve the students' motivation, and they kept silent when the teacher asked them about the lesson.

During the implementation of actions, the students were motivated through the use of the mind mapping. These made them interested and more confident to finish the activities well and answer the questions correctly. As a result, the students were able to write with the correct grammar, spelling, and punctuation. The organization of sentences could be easily understood. They also used vocabulary accurately. These are because the mind mapping is a good technique that can improve students' writing skills. Moreover, the mind mapping is selected as their pre-writing strategy before they are ready to write. It helps the students to arrange appropriate words related to the topic of the text.

Based on the process above, the pre-test mean is 56.56 with a standard deviation of 11.943, while the post-test mean is 73.75 with a standard deviation of 5.536. It means that the average score of the post-test score increases by 17.188 from the average score of the pre-test. It is also can be conclude that the standard deviation was decreased, so it can be categorized that students became more homogenous on high level score. Based on the result of the *t-test*, the difference is significant (the value of observed t was 8.164 with p = 0.000). From data sources above, it can be concluded that the students' writing skill significantly improved.

B. Implications

Based on the result of the study, it is found that the students are able to improve their writing skills in the teaching-learning process. They have used the correct generic structure, the correct grammar, punctuation, appropriate vocabulary in writing the recount text. They can be more familiar with the words they learnt. It

implies that the teacher can use the mind mapping in writing learning process because it can give some benefits. First, the mind mapping technique can be used to express their ideas and it does not make students bored. Second, it can increase their involvement and their enthusiasm. Third, the researcher selected picture to attract the students' attention. Therefore, the use of pictures was useful to reduce the boredom.

The results of the study indicate that the process of using the mind mapping can run well because most of the students bring dictionaries with them. The study shows that dictionaries help them to find the meaning of the words that they did not know. It implies that the teacher should require the students to bring dictionaries.

C. Suggestions

Based on the conclusions and the implications, there are some suggestions for English teachers and other researchers. The suggestions are as follows:

1. To English teachers

English teachers can implement the mind mapping and some activities in using the mind mapping such as group work, pre-writing strategy and making recount text by using the mind mapping. They can also use the colorful pictures as the media in the mind mapping.

2. To other researchers

It is necessary to follow up this study in order to find more actions to improve students' writing skill. It is also possible for other researchers to conduct similar studies in other schools.

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Appendix 1

Field Notes

FIELD NOTES

Field Note I

Monday, 1 August 2011

KS: Kepala Sekolah

ET: Englih teacher

R: Researcher

Sesampainya disekolah, R lapor terlebih dahulu dengan Guru piket untuk mengisi daftar hadir. R pun kemudian ditanya oleh guru piket tersebut tentang maksud kedatanganya. R pun menjawab pertanyaan guru piket. Setelah beberapa lama merbincang dengan guru piket, R pun dipersilahkan untuk langsung masuk ke ruan kepala sekolah. Setiba diruang kepala sekolah, R pun disambut dengan baik dan KS pun mempersilahkan R untuk duduk. Setelah itu KS menanyakan kepada R tentang maksud kedatanganya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS untuk melakukan observasi guna ppenelitian. Kemudian r pun mengeluarkan surat ijin observasi dari kampus. KS membacanya dan kemudian mengizinkan. Kemudian KS menyarankan kepada R agar menemui ET terlebih dahulu untuk kegiatan lebih lanjut. R pun setuju dan merasa sangat senang karena penelitiannya diijinkan. Kemudian R menuju ke ruang piket guna menanyakan langkah selanjutnya setelah menemui KS. Guru piket menanyakan tentang kelas yang akan di observasi. Setelah R menjelaskan kepada Guru piket kemudian Guru piket menyarankan R untuk menemui ET (bu vera) di ruang guru. Disana R mulai menjelaskan maksud kedatanganya. Kemudian ET mengizinkan R untuk melakukan observasi di kelas XB. Setelah mendapat persetujuan dari ET, kemudian R pun beranya kepada ET kapan R bias melakukan observasi dikelas XB. ET menjawab bahwa R bias melakukanya mulai minggu depan, setelah ada kesepakatan mengenai ijin observasi dan penelitian, R mohon pamit kepada ET untuk pulang.

FIELD NOTE II

Monday, 8 August 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

- Saat itu peneliti sudah tiba disekolah jam 08:00. Sesampainya disana, peneliti duduk ditempat guru piket sambil menunggu ET. Kemudian ET tiba disekolah, kemudian ET dan peneliti berbincang bincang sejenak mengenai pelajaran yang akan disampaikan hari ini.
- 2. Pada saat itu pelajaran bahasa Inggris di kelas XB jam 09:30. Saat itu bahasa Inggris Cuma satu setengah jam pelajatan karena bertepatan dengan bulan puasa
- 3. Kemdian bel tanda masuk berbunyi, ET pun mengajak R untuk masuk kekelas, kemudian R pun mengikuti ET kekelas untuk melakukan observasi kelas yang pertama.
- 4. Setiba dikelas,ET menyuruh murid untuk duduk ditempatnya masing masing, namun masih terlihat beberapa bangku yang kosong. Ternyata mereka masih ada diluar kelas ngbrol dengan temannya. ET harus mengulangi perintahnya beberapa kali karena pada saat itu para murid masih sibuk dengan kegiatannya masing masing.
- Setelah suasana kelas mulai terkendali, ET meminta ketua kelas untuk memimpin doa.
 Selanjutnya ET membuka pelajaran hari itu dengan salam, dan absen. pada saat itu semua murid hadir.
- 6. Kemudian ET mulai mengenalkan R pada para murid. ET berkata pada murid bahwa R akan mengajar untuk beberapa pertemuan. Kelaspun mulai ramai lagi, diantara mereka ada yang bertanya "masnya tinggal dimana?". Kemudian ET memberikan waktu tersendiri pada R untuk memperkenalkan diri.
- 7. Setelah itu pelajaran dimulai ET menanyakan tentang pelajaran minggu lalu, dan menanyakan PR mereka, tapi kebanyakan dari mereka tidak mengerjakan PR. ET

bertanya mengenai narrative text, ada beberapa yg menjawab dan yang lainnya masih ribut sendiri.

- 8. Kemudian ET menjelaskan lagi tentang narrative text. ET langsung memberikan materi tanpa pengenalan materi terlebih dahulu. ET terus menjelaskan tanpa memperhatikan siswanya, siswa tidak diberi kesempatan untuk memberikan masukan, guru bercerita terus. Selain itu, guru tidak pernah menggunakan media.
- 9. Setelah penjelasan usai, guru meminta siswa untuk mencoba membuat cerita pengalaman mereka masing-masing.Siswa merasa malas-malasan untuk mengerjakan tugas tersebut.Setelah bel berbunyi, guru meminta siswa untuk mengumpulkan pekerjaan mereka.Tanpa adanya sebuah saranpun dari guru mengenai tulisan mereka.
- 10. Setelah itu ET menutup pelajaran dengan salam perpisahan.

FIELD NOTE III

Wednesday, 2 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

- 1. ET masuk kekelas pukul 09:30 diikuti oleh R.pada saat R dan ET masuk, kelas masih ramai kemudian ET mencoba untuk mengkondisikan suasana agar siap untuk pelajaran Bahasa Inggris. kemudian ET mempersilahkan R untuk mulai melakukan pre test dan ET mengawasi proses kegiatan tersebut dari belakang.
- 2. Setelah kelas siap, R mulai membuka pelajaran dengan Greeting ynag dijawab oleh sebagian besar Ss, namun karena dirasa Et belum kompak maka R mengulanginya lagi.kemudian R melanjutkanya dengan doa, setelah itu R mulai mengabsen Ss satu persatu. R berkata "raise your hand when I call your name". Ada beberapa Ss yang masih terlihat bingung karena itu R mulai memperagakanya dengan tangan. Ss pun mengerti maksudnya. Pada saat itu semua siswa hadir.
- 3. Setelah itu R memulai membagikan lembar pre test. Setelah selesai proses presensi dan pembagian lembar pre test, R meminta siswa untuk menulis sebuah cerita pengalaman kepada para Ss pada lembar yang telah di bagikan. Mereka terlihat malas-malasan, tapi R berusaha memotivasi Ss agar menulis. Mereka terlihat lebih bersemangat untuk membuatnya.
- 4. Ketika kegiatan berlangsung R mengecek pekerjaan Ss dengan berkeliling dan menanggapi beberapa siswa yang mulai bertanya tentang kata kata yang ingin mereka gunakan untuk menulis karangan.
- 5. Pada saat itu ET memberi arahan kepada R untuk sedikit membantu Ss berkaitan dengan kesulitan siswa. R menjelaskan kepada ET bahwa tujuan dari pre test ini adalah untuk mengecek kemampuan siswa tentang kegiatan menulis mereka, jadi R akan membantu

- siswa namun dengan batas kewajaran saja. ET pun menyetujui maksud R dalam kegiatan ini.
- 6. Ketika R memberitahukan kepada Ss untuk segera mengumpulkan hasil karangan mereka, Ss terlihat panic karena ada beberapa Ss yg belum selesai dengan tugas meraka. Setelah semua terkumpul kemudian R menutup kegiatan dengan salam

FIELD NOTE IV (first meeting, cycle I)

Monday, 7 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

1. R masuk ke kelas jam 09:25. Seperti biasa kemudian ET mencoba untuk mengkondisikan suasana agar siap untuk pelajaran Bahasa Inggris. kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang dan ET pun mulai menjadi observer selama PBM berlangsung

2. Setelah Ss siap dengan kegiatan belajar mengajar, r memulai dengan doa, setelah itu R mulai mengabsen Ss satu persatu.

3. Sebagai pemanasan, R menanyakan kepada Ss tentang recount text " have you ever heard about recount text?" beberapa Ss menjawab " no sir" dan beberapa siswa hanya diam. Kemudian r mulai menjelaskan tentang recount text, generic structure dan language future dari text tersebut. Terlihat suasana kelas lebih terkendali dan Ss lebih focus kepada penjelasan R.

4. Kemudian R memberikan contoh teks recount dan kemudian menjelaskan tentang tenses yang akan digunakan untuk menulis teks recount yaitu past tense.

5. Untuk melingetahui pemahaman siswa tentang tenses yg sudah di jelaskan, R menyuruh Ss untuk membuat 5 kalimat menggunakan past tense. Beberapa Ss terlihat antusias untuk mengerjakanya, namun masih ada beberapa siswa yang terlihat tidak mengerjakn, mereka hanya melihat saja. R mendekatinya dan bertanya kenapa tidak ikut mengerjakan. S menjawab "saya ngerjake kok pak, tapi saya tidak bawa kamus jadi saya harus pinjam dulu." R terus berjalan mengontrol hasil kerja mereka. Ketika itu ada seorang siswa yang bertanya pada R, "pak ini di artinya apa? R menjawab "udah dicari di kamus belum" S menjawab "belum Pak". Ya sudah dicari dulu ya.

- 6. Kemudian R mengigatkan pada siswa bahwa waktunya tinggal 5 menit lagi. Ss terlihat begitu serius ketika diberitahu bahwa waktunya tinggal 5 menit lagi.tidak lama kemudian R menyatakan waktu dah selesai.pada saat itu kelompok 1dan 6 mengumpulkan lebih dulu diikuti dengan kelompok 2, 3, 4, 5,7 dan 8.
- 7. Setelah hasil kerja mereka dikumpulkan, R dan Ss membahasnya bersama sama. R mulai membahasnya dan menuliskannya di papan tulis. Kemudian R menyuruh Ss untuk membenarkan 5 kalimat yg salah yang telah dipilih. Pemilihan kalimat yang salah pada tugas siswa yaitu yang lebih berkaitan dengan kegiatan menulis, pada saat itu masih banyak siswa yg kesulitan dalam memilih kata kata past tense. Saat itu dari kelompok 6 yaitu agung maju untuk membenarkan kalimat 1 dan 2, dia mengerjakannya dengan baik dan benar. Kemudian R memberikan reward kepada agung "well done agung" S menjawab 'yes sir'. Kemudian r menyuruh siswa untuk membenarkan sisa kalimat yg ada di papan tulis, Ss terlihat pasif. R akhirnya menunjuk novia sebagai perwakilan dari kelompok 7. Pada saat itu S terlihat sedang berdiskusi dengan kelompoknya, r pun menanyakan kepada S "ayo maju Nov" S menjawab " tidah ah pak saya takut salah". R mencoba meyakinkan kepada S dan kemudian S maju, jawaban sudah bagus namun kurang tepat. Kemudian R membenarkan kalimat tersebut dan memberikan penjelasan kepada S tentang jawabannya tadi.
- 8. Kemudian R mengecek pemahaman siswa dengan menanyakan kepada Ss tentang materi yang telah disampaikan. Ada beberapa SS diam terlihat kurang memahami tentang materi tersebut, kemudian R berinisiatif menjelaskan ulang materinya dan mengecek pemahaman siswa sekali lagi.
- 9. Setelah siswa faham tentang recount text kemudia R mulai mengenalkan Ss tentang mind mapping. Pada saat itu ET mengingatkan kepada R bahwa waktu mengajar akan segera berakhir. R menanyakan terlebih dahulu kepada siswa tentang mind mapping. SS belum tau tentang mind mapping, kemudian R mulai menjelaskan pengertian mind mapping dan kegunaan mind mapping.
- 10. Menyadari waktu akan segera habis. Et menarankan untuk melanjutkan penjelasan tentang mind maooing pada pertemuan berikutnya. Kemudian R mereview apa yang sudah dipelajari. Kemudian R menutup pelajaran hari itu dengan salam.

FIELD NOTE V (second meeting, cycle I)

Wednesday, 9 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

- 1. Bunyi bel tanda masuk jam pertama telah terdengar, R pun masuk kekelas diikuti oleh R. saat itu suasana masih ramai, masih ada beberapa Ss yang terlihat masih berlarian dalam kelas jadi R mengkondisikan suasana terlebih dahulu sebelum pelajaran dimulai. Seprtibiasa R memulainya dengan "greeting". Kemudian R meminta ketua kelas untuk memimpin doa, setelah itu R mengabsen Ss. Saat itu semua Ss hadir. Kemuan R mereview pelajaran kemarin.
- 2. Kemudia R melanjutkan materi pertemuan terakhir yang tertunda yaitu mind mapping. R menjelaskan ulang tentang pengertian mind mapping dan kegunaannya.
- 3. Ketika Ss siap dengan pembelajaran R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks recount. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.
- 4. Untuk mengecek pemahaman Ss, R memberikan sebuah topic yaitu Holiday kepada Ss dan kemudian Ss membuat mind mapping berdasarkan topic yang telah diberikan. R menjelaskan kepada Ss berkaitan dengan kegiatan tersebut yaitu sebagai rencana awal sebelum Ss mulai mengarang recoun teks.
- 5. R mengontrol mereka dengan berkeliling. Saat berkeliling, R melihat ada beberapa Ss yang tidak membawa kamus. Ahirnya mereka Cuma duduk dan menunggu hasil dariteman mereka.r juga menemukan ada seorang S yang terlihat tidak mengerjakan, mizan namanya. Dia terlihat sedang melamun melihat jendela. Setelah ditanya R, ternyata mizan tidak membawa kamus. Setelah ditegur R, mizan mulai membuatnya.

- 6. R mengingatkan pada Ss bahwa wktu yang tersisa tinggal 3 menit lagi. Ss pun mengeluh, pak mbok ditambah beberapa menit lagi waktunya namun R menjawab tidak bisa. Ss terlihat lebih cepat lagi mengerjakanya.
- 7. "waktu habis" R berkata. R meminta setiap S untuk mengumpulkan hasil kerjaan mereka. Walaupun waktu sudah habis, namun masih ada beberapa Ss yang masih menulis. R mengingatkan lagi pada Ss " time is over class". Ss lainyapun segera mengumpulkan tugas mereka. Kemudian R dan Ss mulai mediskusikan hasil pekerjaan mereka.
- 8. Beberapa Ss sudah bagus dalam pemilihan kata kata yang berhubungan dengan topiknya. Tetapi ada juga Ss yg tidak menyadari kalau ada kesalahan dalam pemilihan kata katanya, Contohnya katanya yaitu "food house". R pun memperbaikinya " restaurant". Saat itu kelompok yang terlihat sangat rapid an baik dalam pemilihan kata katanya adalah kelompok 6.
- 9. R munyadari bahwa waktu akan segera habis, maka R harus mengahiri pelajaran saat itu. Namun sebelum mengahirinya, seperti biasa R mereview apa yang suada dipelajari hari ini dan kemudian baru menutupnya dengan salam. Ketika hendak keluar dai kelas, Ss meminta agar besok diadakan kegiatan ini lagi. Yang meminta seperti itu terutama Ss yang belum sempurna dalam pembuatan mind mappingnya.

FIELD NOTE VI (third meeting, cycle I)

Monday, 14 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

R sampai diseolah pukul 08:00. R langsung menuju ruang Guru untuk menemui ET.
 Disana R dan ET berbincang bincang sejenak membahas materi yang akan diajarkan.
 Pada pukul 08:30 R dan ET berjalan menuju kelas XB.

2. ET dan R masuk keruang kelas XB. ketika masuk, suasana masih ramai dan masih ada beberapa siswa yang masih diluar kelas. Melihat situasi tersebut R meminta robet sebagai ketua kelas untuk memanggil temen teman mereka yang masih diluar.ketika semua Ss sudah berada dikelas, ET langsung menuju kursi paling belakang untuk membantu R menjadi observer.

3. Seperti biasa ET membuka kelas dengan mengucapkan salam. Hari itu Ss terlihat begitu kompak ketika mereka menjawab salam dari R. setelah itu R meminta ketua kelas untuk memimpin doa, kemudian R mengabsen. Saat itu semua Ss hadir. Sebelum memulai pelajaran, R mengingatkan pada Ss untuk sudah berada dikelas bila bel tanda masuk sudah terdengar.

4. R mulai mereview pelajaran kemarin dengan bertanya pada Ss tentang pelajaran kemarin. Setelah itu ada siswa yang duduk dibagian tengah yang menanyakan pada R "pak hari ini kita jadi kan membuat mind mapping seperti kemarin?". Ss yang lain pun tampak antusias menunggu jawaban dari R. kemudian R menjawab "iya hari ini kita melanjutkan tugas yg kemaren". Namun seperti biasa R mengingatkan kembali pada Ss tentang peraturan pembuatan mind mapping tersebut. SS tampak sudah paham mengenai materi tersebut karena ini sudah yang ketiga kalinya.

- 5. R memulai pelajaran dengan menanyakan materi yang telah dibahas yaitu recount text. R ingin mengecek kesiapan siswa dalam memahami materi terasebut sebelum Ss melanjutkan tahap berikutnya yaitu mengarang berdasarkan mind mapping yang telah dibuat.
- 6. Kemudian R memerintahkan Ss untuk membuat karangan berdasarkan mind mapping yg telah diselesaikan. Seperti biasa, R mulai mengontrol mereka dengan berkeliling. Sesekali ET membantu R untuk menegur Ss yang membuat gaduh. Diselang R mengontrol, tiba tiba ada seorang s bertanya, selvi namanya. S menanyakan sebuah kata yang berkaitan dengan topic yg sedang mereka kembangkan, karena dia tidak menemukanya dalam kamusnya. Kemudian R menyarankan untuk meminjam kamus ahmad karena kamus dia lebih besar. Setelah itu, R menanyakan pada selvi."gimana vi, ketemu g artinya?". Selvi menjawab, "iya pak, terimakasih".
- 7. Ss begitu antusias ingin mengerjakannya dengan cepat. Kemudian slah satu S Ahmad berkata "pak saya sudah selesai". R pun tersenyum dan berkata pada Ahmad, "yakin.....sudah dicek lagi? Waktunya masih sisa 2 menit lagi lo". Namun Ahmad masih tetap mengumpulkanya. Melihat Ahmad sudah selesai mengrjakanya, Ss lainpun terlihat tidak tenang ingin segera mengumpulkan tugas mereka.
- 8. Kemudian karena semua Ss sudah mengumpulkan, setelah itu R meminta beberapa Ss untuk menulis karangan mereka di depan kelas. Setelah Ss selesai menulis karangan mereka, kemudian R mengeceknya. Hasilnya, hamper semua Ss membuat kalimat dengan baik.
- 9. R mulai membahas hasil karangan mereka. R mulai membahas berbagai kesalahan umum dalam draft mereka, seperti grammar, content, language use, dan generic structure dari karangan teks recount Ss. Ss terlihat memperhatikan dengan seksama pada feedback dan komentar yang diberikan. kemudian R merevisi karangan mereka berdasarkan feedback yang telah diberikan untuk kemudian menjadi final product atau hasil akhir tulisan.
- 10. Karena terbatasnya waktu, maka R harus mengahiri pelajaran hari itu. Namun seperti bias sebelumnya R mereview apa saja yang sudah dipelajari. Setelah itu R menutup pelajaran dengan salam penutup.

FIELD NOTE VII (first meeting, cycle II)

Wednesday, 16 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

 Pada pukul 09:20 R dan ET berjalan menuju kelas XB. Seperti biasa keadaan kelas masih ramai. Kemudian R di bantu ET mulai mengkondisikan keadaan. Setelah situasi dinilai kondusif, ET segera duduk dipojok belakang untuk membantu R menjadi observer. Seperti biasa, R mengawali pelajaranhari itu dengan salam, doa dan absen. Saat itu ada satu murid yang tidak masuk.

2. R mulai mereview pelajaran pertemuan terakhir dengan menanyakan beberapa pertanyaan mengenai teks recount. Karena Ss terlihat sudah siap menerima pelajaran hari ini. Kemudia r menginstruksikan Ss untuk membuat kelompok dengan tujuan agar Ss akan lebih mudah dalam memahami materi yang akan disampaikan. Ss dibagi menjadi 8 kelompok dan tiap kelompok berisi 4 Ss. Pambagian Ss di susun berdasarkan hasil dari pre test, jadi R menaruh 1 S yg menonjol di setiap kelompok. Ini dimaksudkan agar anggota bias bertanya kepada siswa tersebut ketika meraka mengalami kusulitan dalam proses pembelajaran. Kemudian Untuk mengantisipasi SS yang rebut R memberikan perintah kepada salah seorang S dalam tiap kelompok untuk bertanggung jawab terhadap temannya yg rebut.

- 3. R mulai membagikan contoh gambar mind mapping dan teks recount berjudul "my bad day". R menjelaskan tentang language future dari teks tersebut. Kemudian Ss mendiskusikan materi tersebut. Beberapa Ss berdiskusi dengan serius dan sesekali membuka kamus, beberapa lainnya bercakap- cakap dengan teman sebangkunya. ET lalu menegur siswa yang berisik.
- 4. Setelah berdiskusi, R menanyakan "Do you know what kind of text is this?". Beberapa siswa menjawab "Recount text." Siswa kemudian disuruh menyebutkan ciri- ciri teks

- *recount* yang sudah pernah mereka pelajari pada pertemuan sebelumya. Sebagian siswa masih mengingat dengan baik, namun ada beberapa Ss yang diam.
- 5. R kemudian menerangkan mengenai gagasan utama dan informasi rinci dalam teks *recount*. Siswa memperhatikan sambil ikut menjawab pertanyaan R.
- 6. R juga memberikan kesempatan kepada Ss untuk bertanya dengan mengatakan "*Do you have any questions?*" Hampir seluruh Ss terdiam dan tidak ada yang bertanya. R bertanya lagi "*Do you have any questions?*" Seluruh SS menjawab "*No*."
- 7. R kemudian menyuruh setiap kelompok untuk mengidentifikasi gagasan utama seperti yang telah d jelaskan R sebelumnya. R berkeliling untuk mengecek kesiapan siswa. Hampir seluruh Ss mengerjakan secara serius.
- 8. R melanjutkan kegiatan writing dengan menggunakan mind mapping sebagai langkah awal sebelum mulai menulis. Untuk mengingatkan kembali tentang mind mapping R mulai menjelaskan tata cara dan langkah langkah dalam pembuatannya. Kemudian R mulai membagikan sepidol warna untuk menggambar mind mappingnya. Ss terlihat antusias ketika mendapat spidol tersebut. Salah satu S bertanya Mizan namanya, buat apa mas?. R menanggapinya dengan menjelaskan kegiatan hari ini yaitu membuat mind mapping menggunakan sepidol warna.
- 9. Latihan dimulai, R membebaskan Ss untuk memilih tema karangan mereka. Hal ini bertujuan untuk mengetahui pemahaman Ss tentang teks recount. Masing masing kelompok kemudian disuruh menuliskan key word nya dan mulai membuat mind mappingnya. R berkeliling kelas untuk memantau kegiatan Ss.
- 10. Bel berbunyi tanda waktu pelajaran sudah habis sebelum pekerjaan Ss selesai. Et menyarankan agar kegiatan ini dilanjutkan pada pertemuan berikutnya. Kemudian R menyuruh siswa untuk mempelajari di rumah dan mendiskusikannya pada pertemuan berikutnya. R lalu menutup pelajaran dan latihan siswa dijadikan pekerjaan rumah.

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FIELD NOTE VIII (second meeting, cycle II)

Monday, 21 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

1. Untuk membuka pelajaran, R meberikan salam dan menyuruh ketua kelas memimpin doa. Kemudian, R mengecek kehadiran Ss dengan tunjuk jari apabila namanya di sebut.

Semua siswa hadir di dalam kelas.

2. ET mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih

mengingatnya.

3. Kemudia R melanjutkan materi pertemuan terakhir yang tertunda yaitu mind mapping. R

menjelaskan ulang tentang pengertian mind mapping dan kegunaannya. Setelah itu R

memerintahkan Ss untuk bergabung kedalam grup mereka seperti pertemuan terakhir.

4. Selama proses pembuatan Mind mapping Ss sangat fokus terhadap tugas mereka. Hal ini

terlihat ketika masing masing kelompok terlihat membagi tugas, ada yang menyatakan

pendapat mereka masing masing ada juga yang mendapat bagian menggambar mind

mappingnya.

5. Ketika berkeliling R bertanya pada Ss apakah mereka membawa kamus semua. Ternyata

masih ada yang tidak membawa kamus. Oleh karena itu, sesuai dengan perjanjian

kemarin bahwa siswa yang tidak membawa kamus kedalam kelas maka Ss tersebut harus

diberi hukuman. Saat itu masih ada sekitar 5 orang Ss yang tidak membawa. Kemudian R

menuliskan beberapa kata dipapan tulis dan Ss tersebut diminta untuk menghafalkanya

didepan kelas pada pertemuan berikutnya.

6. Stelah beberapa belas menit kemudian, R menyatakan bahwa waktunya habis. Kemudian

perwakilan kelompok mengumpulkan mind mapping mereka. Untuk mengecek hasil

- kegiatan mereka R menyuruh tiap kelompok untuk menukar mind mapping mereka dengan kelompok lain. Hal ini bertujuan agar Ss lebih aktif dalam proses pembelajaran.
- 7. Ss terlihat sibuk mengoreksi hasil dari kelompok lain, ET mengingatkan R bahwa waktu tinggal 20 menit. R mengkondisikan keadaan dan bersama Et mengoreksi hasil mind mapping setiap kelompok.
- 8. Kemudian R membagikan mind mapping yg sudah dikoreksi. Kemudian sisa waktu 10 menit R menyurh siswa untuk membuat karangan berdasarkan mind mapping yang telah di buat.
- 9. Karena keterbatasan waktu R menyuruh siswa untuk mengerjakanya di rumah dan mendiskusikannya pada pertemuan berikutnya. R lalu menutup pelajaran dengan salam.

FIELD NOTE VIIII (third meeting, cycle II)

Wednesday, 23 November 2011

Kelas XB

R: researcher

ET: Englih teacher

S: student

SS: students

 R sampai di sekolah pukul 08:00. R langsung menuju ruang Guru untuk menemui ET. Disana R dan ET berbincang bincang sejenak membahas materi yang akan diajarkan. R menyampaikan kepada ET bahwa pada kegiatan akhir R akan memberikan post test. ET

menyetujuinya. Pada pukul 10:30 R dan ET berjalan menuju kelas XB.

2. Seperti biasa untuk membuka pelajaran, R meberikan salam dan kemudian R mengecek

kehadiran Ss dengan tunjuk jari apabila namanya di sebut. Semua siswa hadir di dalam

kelas.

3. Kemudian R mereview materi pada pertemuan sebelumnya dan sebagian besar siswa

masih mengingatnya. ET kemudian bertanya kepada siswa tentang kesulitan siswa. Ada

siswa yang diam kemudian Et menjelaskan lagi tentang teks recount.

4. Kemudian R menyuruh siswa untuk menyelesaikan karangan mereka. Tanpa disuruh SS

kemudian bergabung ke kelompok mereka. R berkeliling untuk memonitor dan

mengamati yang terjadi dalam proses pembelajaran saat itu. Pada saat sampai di pojok

depan sebelah kiri, Angga bertanya pada R tentang arti sebuah kata karena dikamusnya

tidak ada. R tidak langsung menjawabnya, R meminjamkan kamus teman disebelahnya

dan menyuruh Angga tuk mencarinya terlebih dahulu.

5. Suasan kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang bertanya

kepada kelompoknya untuk menyelesaikan karangan mereka. Mereka terlihat benar benar

tidak mengganggu kelompok lainya. Mereka focus dengan pekerjaan mereka sendiri.

- 6. 20 menit kemudian R memberitahukan Ss bahwa waktu telah habis dan Ss terlihat sudah siap mengumpulkan hasil kegiatan mereka. 10 menit R dan Et mengecek hasil karangan siswa. ET memberitahukan bahwa hasil pekerjaan siswa sudah lebih baik dari sebelumnya, kalimat kalimat yang dibuat sudah baik dan tidak ambigu.
- 7. Selama proses berjalan R memberitahukan kepada Ss bahwa sisa waktu akan di gunakan untuk kegiatan post test. Kemudian R memberitahukan Ss untuk bersiap siap.
- 8. Setelah R di bantu ET selesai mengoreksi karangan Ss. Kemudian R membagikan lembar kerja Ss. Kemudian R memberikan waktu untuk membuat mind mapping terlebih dahulu dan kemudian Ss membuat karangan mereka berdasarkan mind mapping yang telah di buat.
- 9. Ss terlihat sibuk dengan tugas mereka, seperti biasa R berkeliling untuk mengawasi kegeatan siswa. Suasana kelas terlihat lebih tenang, tidak ada lagi siswa yang mondar mandir untuk meminjam kamus. Proses kegiatan berjalan dengan lancer dan kemudian siswa mengumpulkan hasil karangan mereka. Saat itu R memperingatkan siswa untuk mengecek hasul karangan mereka terlebih dahulu sebelum benar banar yakin jika sudah selesai.
- 10. R dan ET sepakat untuk mengakhiri kegiatan tersebut. Seperti biasa R mengakhirinya dengan salam.

Appendix 2 Research Instruments

Pre-test: Writing

Genre: Recount

Grade: X

Time allocation: 90 minutes

1. Write the funniest story in your life. Using to the following outline, write the orientation, events and re-orientation. Your writing should consist of 3 paragraphs (at least 50 words).

(Title)	_
Paragraph 1 (orientation)	
Paragraph 2 (events)	
Paragraph 3 (re-orientation)	

Post-test: Writing Genre: Recount

Grade: X

Time allocation: 90 minutes

1. Write a story of the unforgettable moment in your childhood. Using to the following outline, write the orientation, events and re-orientation. Your writing should consist of 3 paragraphs (at least 50 words).

(Title)	
Paragraph 1 (orientation)	
Paragraph 2 (events)	
Paragraph 3 (re-orientation)	

Appendix 3

Interview Transcripts

HASIL WAWANCARA DENGAN GURU

Interview 1

Hari/ Tanggal: Senin/ 7 November 2011

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Maaf bu, bisa ganggu waktunya sebentar, saya mau bertanya tentang

pelajaran tadi bu.

Guru :Ya mas silahkan saja.

Peneliti : Menurut ibu pelajaran yang baru saja saya lakukan tadi bagaimana ya

bu?

Guru : Emh...menurut saya siswanya juga tertarik sama masnya, mungkin

baru pertama kali bertemu jadi suasananya berbeda. Apalagi dengan

mind mappingnya!

Peneliti :Menurut ibu, tertariknya itu dimana ya bu? Maksudnya di bagian

mananya bu?

Guru :Ya ..mereka terlihat antusias mas. Biasanya kan mereka Cuma ...apa

ya? Cenderung pasif. Pas waktu itu saya lihat mereka aktif kok,

tertarik dengan mind mappingnya.

Peneliti :Mind mappingnya! Kira kira tadi itu mereka tertarik dengan mind

mappingnya ya bu?

Gure : iya.

Peneliti : Tapi ada kelemahan ga bu dari proses pembelajaran tadi, kira kira

udah ada peningkatan belum bu dari implementasi mind mapping yang

sava lakukan tadi?

Guru : Maksudnya dari segi menulisnya?

Peneliti : Iya bu, dlam segi menulisnya.

Guru : Kalo dalam segi menulisnya belum kelihatan betul mas, yang

kelihatanya baru antusiasnya. Kalo menulisnya belum bisa mengukur

ya kita ya seberapa jauh pengasahanya.

Peneliti : Kira kira kenapa ya bu? Butuh waktu beberapa tahap ya bu?

Guru : Emm.... Mungkin 3 atau berapa ya, mungkin baru kelihatan mas.

Peneliti : Ya bu, menurut ibu tadi semuanya itu aktif semua atau cuma

beberapa?

Guru : Ya.....saya memperhatikanya tadi yang aktif baru beberapa saja

mas,

Peneliti : Kira kira kenapa ya bu?

Guru : Mungkin karena masih takut atau apa ya mas....ya mungkin juga

karena penguasaaan kosakata mereka masih terbatas jadi mereka malu

biasanya mengungkapakan apa yang mereka ketahui.

Peneliti : Oh begitu bu......nah kalau pelajaranya bu, kira kira sudah cukup

atau belum bu? Mind mappingnya itu sendiri menurut pandangan ibu

berfungsi ga dalam pembelajaran tadi?

Guru : Kalo menurut saya itu berfungsi mas, karena semacam apa mas ya,

istilahnya warming up ya dalam pembelajaran kita.

Peneliti : Jadi pada intinya mereka itu yang jelas antusias semua ya bu.

Guru : Iya.

Peneliti : Oya bu, ibu bisa melihat antusiasnya darimana ya bu?

Guru : Dari itu mas, keaktifan mereka menjawab, seperti mas pada waktu

memberikan material teks recount tadi, pertanyaan tadi, mereka langsung angkat tangan seperti itu, mungkin tertarik dengan mind

mappingnya mereka jadi aktif dikelas.

Peneliti : Menurut ibu bagaiman penggunaan picture dalam pembelajaran

writing di cycle 1?

Guru : Bagus mas. Semua siswa terfokus pada bacaan dan judul. Walaupun

masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar meraka bisa menebak – nebak isi bacaannya dan mengira – ira

arti kata yang menurut mereka sulit.

Peneliti : Kalau ibu dulu pernah mengajar menggunakan mind mapping?

Guru : Belum pernah mas.

Peneiti : Emm... tapi kelihatanya tadi sudah mulai efektif atau belum bu

pelajaran tadi.

Guru : Iya, mulai terlihat.

Peneliti : Iya bu, terimakasih bu untuk hari ini. Untuk pertemuan berikutnya

saya akan mengajarkan tentang past tense, bagaimana bu?

Guru : Ya...menurut disilabus saya, itu bisa juga mas. Kalau membuat text

recount kan memang harus past tense. Besok begitu juga ga papa.

Peneliti : Ya sudah bu kalau begitu terima kasih banyak untuk waktunya. Oya

bu, boleh ga saya minta waktu untuk menginterview anak anak?

Guru : O.....silahkan mas silahkan.

HASIL WAWANCARA DENGAN GURU SIKLUS I

Interview 2

Hari/ Tanggal : Senin/ 14 November 2011

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Permisi bu, Ibu hari ini masih ada jam pelajaran lagi bu?

Guru : Iya mas.

Peneliti : Saya mau minta waktu ibu sebetar untuk nanya nanya tentang

pelajaran barusan tadi bu. Tadi itu kan cycle pertama sudah selesai bu.

Guru : O, ya silahkan duduk mas.

Peneliti : Ya bu, begini bu, seperti yang sudah saya katakana tadi saya kan

sudah melakukan cycle pertama dengan 3 kali pertemuan. Disini saya mencoba untuk bertanya pada ibu kira kira metode yang saya

implementasikan dalam 3 kali pertemuan itu bagaimana ya bu?

Guru : Ya apa yam as, kalau saya lihat itu dari hari ke hari antusias siswa

makin meningkat dari pada pertemuan pertama kemarin.

Peneliti : Meningkatnya itu bagaimana ya bu?

Guru : Ya itu, semakin banyaknya yang tertarik dengan pelajaran bahasa

inggris.

Peneliti : Terlihatnya dimana ya bu, bisa ibu jelaskan lebih rinci?

Guru : Biasanya kan mereka diam saja mas dikelas, ga seperti tadi.

Terkadang kalo ada yang disuruh untuk menjawab, mereka diem mas.

Peneliti : Itu karena apa ya bu ya?

Guru : Itu mereka mungkin masih malu mas. Sama seperti yang tadi mas,

ketika mas nyuruh salah satu murid tadi, dia masih takut dan ragu ragu untuk maju. Terus kalau misalnya mereka tidak tahu kata kata yang mereka miliki untuk diungkapkan dalam bahasa inggris itu, mereka tidak bawa kamus mas, tadi juga saya masih melihat beberapa siswa yang tidak membawa kamus,sehingga mereka terkadang harus minjam punya temanya, hasilnya itu sedikit mengganggu PBM. Jadi susah nya

disitu mas, kamusnya.

Peneliti : Iya bu, ibu benar, tadi saya juga memperhatikan bahwa masih ada

beberapa siswa yang tidak membawa kamus.

Guru : Ya memang susah mas, kalau disuruh bawa kamus tu agak susah

mereka.

Peneliti : Menurut ibu apa semua siswa tadi terlihat aktif bu?

Guru : Emh.....ada beberapa si mas yang apa ya...masih malu, masih

e.....

Peneliti : Iya iya bu...

Guru : Namanya juga anak anak mas.

Peneliti : Kalau masalah dictionarynya bagaimana bu, apa bagusnya di cycle

kedua ini saya coba mereka untuk membawa kamus. Jadi setiap anak

itu harus membawa kamus, itu bagaimana bu?

Guru : Ya, mungkin kalau diwajibkan ya misalnya setiap waktu ada

pelajaran Bahasa Inggris mereka disuruh bawa kamus atau nanti kalau ada yang masih tidak membawa konsekuensinya diberi apa gitu

mas.....

Peneliti : O......begitu ya bu ya. tapi pada intinya cycle pertama itu

bagaimana ya bu?sudah ada peningkatan belum?

Guru : Ya, sudah ada mas, sudah kelihatan.

Peneliti : Terlihat dimana bu?

Guru : Ya itu tadi mas, antusiasnya.

Peneliti : Pada waktu menulis kalimat itu ya bu?

Guru : Iya, pada waktu menulis kalimat, lagi pula kelihatanya kosakata yang

mereka kuasai juga bertambah.

Peneliti : Tahunya bertambah dimana bu?

Guru : Ya bisa dilihat pada waktu membuat kalimat itu, walaupun masih ada

yang salah namun secara keseluruhan bisa dibilang tulisan mereka

sudah bagus.

Peneliti : Sudah significant atau bagaimaa ya bu?

Guru : Emh.... Maksudnya?

Peneliti : Tentang peningkatan kosakatanya itu bu?

Guru : O......ya sudah membaik mas, namanya juga belajar perlu proses

ga bisa langsung cepat.

Peneliti : Mungkin nanti pada waktu cycle kedua saya akan menerapkan apa

yang ibu bilang tadi.

Guru : O....iya...iya.

Peneliti : Dan di cycle kedua ini pada hari pertama itu saya akan mengajarkan

tentang membuat karangan recount menggunakan hasil mind mapping

siswa dengan spidol warna. Menurut ibu bagaimana?

Guru : Sepertinya bagus mas, yang jelas siswa pasti tertarik dan yang

penting siswa faham dengan materinya mas.

Peneliti : Oya bu, kalau begitu saya berterimaksaih banyak bu untuk waktunya.

Guru : ya sama sama mas, sukses ya.

Peneliti : Ya bu terimakasih

HASIL WAWANCARA DENGAN GURU SIKLUS II

Interview 3

Hari/ Tanggal: Rabu/ 23 November 2011

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Maaf Bu, bias minta waktunya sebentar?

Guru : Ya mas silahkan. Gimana mas?

Peneliti : Begini Bu, saya kan sudah melakukan cycle kedua dan ini adalah

pertemuan terakhir saya. Saya mau bertanya sekitar hasil dicycle kedua ini bu. Menurut ibu apakah ada perbedaan antara hasil pada

action dicycle pertama dan kedua ini?

Guru : kalo saya lihat memang ada perbedaan mas antara hasil action pada

cycle satu dan dua.

Peneliti : MMaksud ibu bagaimana? Apakah maksud ibu hasil action pertama

lebih bagus dari action kedua, atau sebaliknya?

Guru : dari pengamatan yang sudah saya lakukan setiap anda mengajar, saya

merasakan bahwa hasil action yang dilakukan pada action kedua ini jauh lebih baik dibandingkan dengan hasil pada action pertama

kemarin.

Peneliti : maaf bu sebelumnya, apakah sebelumnya ibu bias memberikan

criteria criteria sehingga ibu dapat menyimpulkan hasil action kedua

ini lebih baik dibandingkan dengan action pertama?

Guru : iya, begini mas, itu bias dilihat dari segi keterlibatan , motivasi dan

respon mereka dalam proses belajar mengajar.

Peneliti : tapi bagaimana dengan vocabulary mereka bu, apakah ada

peningkatan dibandingkan dengan hasil pada cycle pertama?

Guru : Iya mas, khususnya pada kosakata yang mereka miliki, saya rasa ada

ppeningkatan yang lebih baik dibandingkan denga cycle pertama. Itu kan bias dilihat dari beberapa aspek, salah satunya dari proses membuat membuat teks recount tadi. Dengan adanya membuat teks recount itu saya rasa adalah cara yang bagus untuk membuat siswa

lebih kreatif dalam mengkreasikat kata kata baru yang baru mereka dapat.

Peneliti

: Oh.begitu ya bu. Oh iya bu menurut ibu bagaimana dengan cara belajar yang saya terapkan, yang pertama mengenai belajar berkelompok bu?

Guru

: sudah bagus mas, karena dengan adanya pelajaran yang berkelompok itu atau yang lebih dikenal dengan group work itu dapat membuat siswa jauh lebih berani, disamping itu jga saya melihat bahwa para murid sering berdiskusi apabila menemukan kesulitan dalam membuat mind mappingnya, mereka sering saling tanya.

Peneliti

: Iya bu saya juga sering melihat kejadian itu. Menurut ibu bagaimana dengan peraturan baru yang saya terapkan pada cycle kedua ini bu?

Guru

: maksudnya yang mana mas?

Peneliti

: maksud saya tentang kamus dan spidol berwarnanya yang saya gunakan untuk membantu siswa dalam membuat mind mappingnya. Bagaimana?

Guru

: Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainya jadi mereka lebih konsentrasi. Ditambah lagi dengan adanya spidol itu mas. Mas Angga niat banget ya..

Peneliti

: Iya bu, hehe...yang penting anak anak jadi niat juga bu dan tadi itu memmang mereka terlihat lebih bersemagat lagi. Mereka termotivasi ya bu! O iya bu, bagaimana dengan aktivitas aktivitas yang masih saya terpakan seperti pada cycle pertama kemarin, emh....maksud saya seperti member contoh mind mapping, menggunakan gambar and membuat teks recount?

Guru

: iya itu, seperti yang mas jelaskan pada awal pertemuan dulu bahwa kegiatan kegiata itu memang penting dalam usaha peningkatan kosakata siswa, dan disini saya juga melihat bahwa memang dengan adanya kegiatan kegiatan seperti itu dalm membuat mind mapping dapat membuat mereka lebih mudah dalam memahami dan menghafal kata kata baru.

Peneliti

: maksudnya bagaimana ya bu?

Guru

: begini mas, dengan kegiatan seperti yang mas terapkan saya rasa para siswa jadi lebih familiar dengan kata kata baru yang mereka temui karena mereka tidak hanya sekali bertemu dengan kata kata itu dalam satu pertemuan. Tentunya mereka akan lebih mudah mengingatnya.

Terlebih lagi dengan proses menbuat kalimatnya. Tadi saya melihat hamper semua kalimat yang dibuat oleh siswa benar, hanya ada satua atau dua saja yang salah.

Peneliti

: bagaimana dengan kegiatan pembuatan mind mappingnya bu? Kemarin pada cycle pertama kan kegiatan ini dianggap gagal karena ada beberapa siswa yang kesulitan mencari kata kata yang berhubungan dengan topic mengarangnya?

Guru

: tapi dicycle kedua ini saya tidak menemukan hal itu llagi mas, sepertinya mereka terbantu dengan kamusnya itu mas.

Peneliti

: lalu bagaiamana dengan kegiatan membuat teks recount berdasarkan mind mapping yang di buat apara siswa bu, apakah menurut ibu kegiatan ini juga berhasil tuk membantu siswa dalam memperbaiki tulisan mereka?

Guru

: Iya mas, itu cukup membantu mereka. Tadi saya lihat sebagian besar siswa membuat kalimat dengan benar, walau ada juga yang masih membuat kesalahan tapi ga papa mas yang penting mereka sudah mau mencoba.

Peneliti

: pertanyaan terakhir bu, bagimana menurut ibu hasil secara keseluruhan tentang action yang saya terapkan pada cycle kedua ini?

Guru

: action dengan kegiatan kegiatan yang ada dalam cycl kedua tadi saya rasa sudah sangat membantu siswa dalam menulis teks recount. Semua kegiatan didalamnya dapat membantu siswa lebih mengenal kata kata baru yang mereka temui, jadi sya rasa teknik ini berhasil membantu siswa dalam membuat teks recount mas.

HASIL WAWANCARA DENGAN SISWA SIKLUS I

Interview 4

Hari/ Tanggal : Senin/ 14 November 2011

Tempat: Depan Ruang Multimedia

Waktu : Pukul 11.15 WIB

Peneliti : "Selamat siang adik-adik? Bisa mengganggu sebentar?"

Siswa : "Selamat siang Mas, iya boleh...Ada apa Mas?"

Peneliti : "Begini Dik...Menurut kalian bagaimana pembelajaran bahasa

Inggris selama ini, metode apa yang pernah digunakan dalam

pembelajaran?"

Siswa 1,2,5 : "Pembelajarannya biasa sih Mas, kita lebih sering belajar di kelas,

mendengarkan penjelasan dan mengerjakan soal-soal dari LKS gitu"

Peneliti : "Oh begitu, bagaimana kalau menurut kalian Dik?" (siswa 3,4)

Siswa 3,4, : "Biasa-biasa aja Mas, kadang ngerjain tugas, kadang juga buat power

point gitu"

Peneliti : "Oh berarti sering persentasi ya?"

Siswa 2,5, : "Kadang iya, tapi kadang-kadang cuma buat power point aja"

Peneliti : "Seneng ga belajar Bahassa Inggris?"

Siswa : "Seneng mas." (1,2,3,4,5)

Peneliti : "Ngebosenin ga?"

Siswa : "He,he kadang kadang Mas."

Peneliti : "Terus selama ini apakah pernah menggunakan metode mind

mapping dalam pembelajaran bahasa Inggris?"

Siswa 1,3,4 : "Belum Mas"

Siswa 2,5, : "Wah belum pernah Mas"

Peneliti : "Menurut kalian bagaimana pembelajaran bahasa Inggris setelah

pertemuan pertama menggunakan mind mapping ini?"

Siswa 4,5, : "Wah asyik Mas, dan mudah cara membuatnya ternyata Mas"

Siswa 1,2,3 : "Iya Mas suka, kata kata yang dulu ga tahu jadi tahu sekarang dan

belajarnya kan bareng bareng jadi enak"

Peneliti : "Menurut kalian bagaimana tentang penggunaan gambar warna di

mind mappingnya?

Siswa : "Suka mas, tidak membosankan." (1, 2, 3, 4, 5)

Peneliti : "Terus menurut kalian, apakah mind mapping bisa membuat kalian

lebih mudah untuk langkah awal sebelum mengarang?"

Siswa 2,5, : "Iya Mas, banyak kata kata baru yang kami dapat"

Peneliti : "Menurut adik-adik, efek yang dirasakan selama menggunakan mind

mapping apa?'

Siswa 4,5 : "Itu Mas, jadi kalo mau ngarang sudah ada bayangannya mau nulis

apa."

Peneliti : "Terus bagaimana dengan membuat kalimat tadi?"

Siswa 1,4,5 : "Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapi

setelah kami selesai membuat mind mapping, kita enak mengarangnya

Mas. Kami sangat terbantu dalam mengembangkan tulisan kami."

Peneliti : "Baik, trus secara keseluruhan ada tidak kesulitan dalam pemilihan

kata katanya? Maksudnya ketika menggambar mind mappingnya?

Siswa 1, 5 : " iya Mas, bingung milih kata katanya tapi kita bawa kamus jadi ya

mudah ngerjainnya"

Siswa 2,3,4 : "bingung juga sih, bahasa indonesianya kita tau tp bahasa inggrisnya

yang ga tau"

Peneliti : "Ok, lalu menurut kalian solusi apa agar kalian bisa lebih paham

dalam pembelajaran?"

Siswa 3,5, "Apa ya Mas..? Oh mungkin dibuat lebih menarik tampilannya Mas"

Siswa 1,2,4 : " Iya Mas...,dikasih gambar-gambar atau apa gitu Mas biar lebih

bagus...hehe..."

Peneliti : "Sip deh...Terimaksih ya Adik adik...Dilanjutin deh ngobrol-

ngobrolnya..."

HASIL WAWANCARA DENGAN SISWA SIKLUS II

Interview 5

Hari/ Tanggal : Rabu/ 23 November 2011

Tempat : Ruang kelas

Waktu : Pukul 11.30 WIB

Peneliti : Selamat siang adik-adik....boleh ikutan ngobrol bareng kalian....?"

Siswa : Iya Mas,monggo....Gimana Mas?

Peneliti : Oh ya sudah, kebetulan...hehe. Gini dik...menurut kalian

bagaimana pembelajaran bahasa inggris selama beberapa kali

pertemuan dengan saya?

Siswa 1,2 : Saya seneng Mas, karna pemebelajarannya menarik dan semakin

jelas di mind mappingnya.

Peneliti :Oh ya...lalu bagaimana kalau menurut kamu (menunjuk siswa 3)?

Siswa 5 : Karena saya suka sekali menggambar jadi sepertinya mind

mappingnya itu cocok Mas, bisa diberi warna juga to, jadi ya suka

lah pokoknya Mas.

Siswa 3,4 : Iya Mas...bener banget tu,,,terlebih lagi kita berkelompok

ngerjainnya jadi lebih mudah mengerjakan mind mappingnya. Mind mappingnya juga mempermudah untuk membuat karangan, karena

kata katanya sudah tertata jadi kita tinggal ngarang aja gitu.

Peneliti : "O iya, kalian lebih suka belajar berkelompok kayak tadi atau

mending sendirian?"

Siswa 3,4 : "Berkelompok Mas."

Siswa 1, 2, 5 : "Berkelompok Mas, tapi lain kali biar kita saja yang milih temen

kelompoknya."

Peneliti : "Alasanya?"

Siswa1,2,3,4,5 : "Ya kalo ga tau bisa tanya temen to Mas.."

Peneliti : "kita kan sudah belajar membuat mind mapping sebagai langkah

awal sebelum mulai menulis, bisa kan mencari kata kata untuk mind

mappingnya?

Siswa 2, 3, 4 : "bisa mas, tapi ada yang sulit."

Siswa 1, 5 : iya bisa ko mas.

Peneliti : "trus bagaimana?" (kepada S 2,3,4)

Siswa 2, 3, 4 : "cari di kamus yang lainnya mas"

Peneliti : "temen temenya bawa kamus semua?"

Siswa 1,2,3,4,5 : "Iya mas."

Peneliti : "Setelah saya suruh membawa kamus, ada tidak manfaatnya buat

kalian?"

Siswa 1,2,3,4,5 : "Iya, mas. Kita terbantu nyari kata-katanya"

Peneliti : "baik, bagaimana dengan menulis text recountnya?"

Siswa 1, 2 : "Saya suka mas, jadi banyak latihan menulis dalam bahsa inggris

juga kan mas"

Siswa 3, 4, 5 : "karena kita tau arti dari kata katanya jadi itu memudahkan ketika

mengarangnya mas"

Peneliti : "bagimana kalian tahu arti kata katanya itu?" (3,4,5)

Siswa 3, 4, 5 : "kami tau ketika membuat mind mappingnya mas, dan kadang

menulis arti kata kata yang tidak kami ketehui"

Peneliti :Ok adek-adek....Terimaksih untuk waktunya, senang sekali bisa

ngobrol bersama kalian.....Smoga bisa bertemu lg..CU....

Siswa :Ok Mas....Terimakasih kmbali...CU...

Appendix 4

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 1 Pleret

Mata Pelajaran : Bhs. Inggris

Kelas / Semester : X/1

Aspek/Skill : Menulis/ Writing

Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

: 6. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk procedure, recount, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

: 6.2 Mengungkapkan makna dan Iangkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.

Indikator :

- 1. Mengidentifikasi dan menjelaskan generic structure dari text recount
- 2. Mengidentifikasi kata kata dari text recount
- 3. Menggunakan kalimat bentuk lampau
- 4. Menghasilkan teks berbentuk recount
- I. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat:

- Menggunakan kalimat bentuk lampau secara akurat dan efisien dalam menulis teks recount
- Menggunakan kosa kata dengan tepat dalam menulis teks recount
- II. Materi Pembelajaran:

Recount text (terlampir)

III. Metode Pembelajaran:

BKOF - MOT - JCOT - ICOT

- IV. Langkah-langkah Kegiatan Pembelajaran
 - A. Kegiatan awal
 - Salam dan tegur sapa serta absensi
 - B. Kegiatan inti
 - 1) BKOF

- Siswa mendiskusikan topik, kosa kata, dan tata bahasa dari teks berbentuk recount

2) MOT

- Siswa memahami contoh teks recount
- Siswa memahami contoh mind mapping dan manfaatnya
- Siswa memahami langkah langkah pembuatan mind mapping
- Siswa mendengarkan penjelasan guru tentang cara membuat teks recount menggunakan mind mapping

3) JCOT

- Siswa membuat mind mapping sebagai rencana awal sebelum membuat teks recount
- Siswa memperhatikan feedback atas tugas mereka

4) ICOT

- Siswa membuat teks recount dengan mind mapping secara individu
- Siswa mendiskusikan tugas tersebut dengan guru
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis)
- C. Kegiatan akhir
 - Siswa dan guru melakukan refleksi
- V. Penilaian
- VI. Alat/ sumber/ bahan belajar
 - 1. Buku pelajaran Bahasa Inggris Look Ahead 1 terbitan Erlangga
 - 2. Kamus, papan tulis, dan spidol

	Pleret,
Mengetahui,	
Kepala Sekolah	Guru Bahasa Inggris

<u>Drs. H. Edison Ahmad Jamli</u> <u>Dra. Vera Afri Iswanti</u>

NIP. 195811291978031011 NIP. 195504291983032006

MATERI PEMBELAJARAN

Topic: A recount text

A recount text usually retells an experience in which the writer is personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in the order in which they happened). The purposes of recount are to inform and to entertain the audience (listener or reader), or both.

The text consists of:

- ♣ Title (optional)
 It usually summarizes the text and informs specific participants.
 (e.g. I, my friends, my family)
- ♣ Part 1: Setting or Orientation
 It provides the background information. It answers the questions: Who? When? Where?
 Why? What experience?
- ♣ Part 2: List of events
 It presents events: what people do? It tells the events chronologically. It uses conjunction or connectives like: first, next, then, finally and so on. They show the sequence the events.
- ♣ Parts 3: Reorientation
 It presents the concluding comments. It expresses the author's personal opinion regarding the events described.

My holiday

Last holiday my family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

When we came to the hotel, we didn't come to our room directly, but we had to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day, we visited Sanur Beach. We just took a walk, because the beach is in the front of the hotel. We walked along the seashore and played water and sand. Actually we wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists' activities. Some tourists were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks.

And at 2 p.m we went to the hotel. It was tiring but we were happy.

Setting or Orientation

Sequence of the events

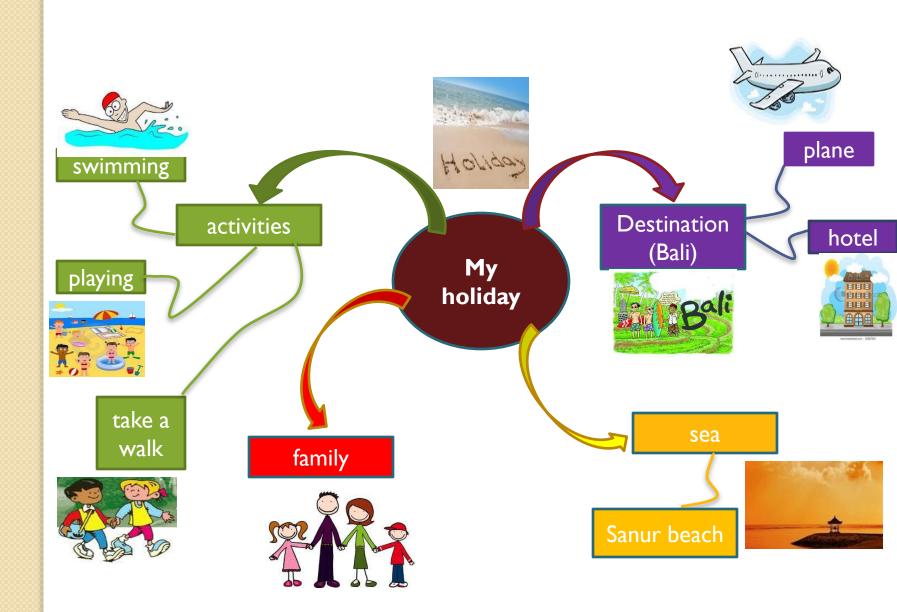
Reorientation

WORKSHEET

Using your own words, make a good recount text about your last holiday by using the mind mapping technique.

Categories for evaluating Writing

	Score 4	Score 3	Score 2	Score 1
Ideas and development	ent Extensive developmen of topic; strong support of main idea with details Good developmen topic		Adequate development of topic; listing of details	Weak development of topic
organization	Completely organized; smooth flow with strong sequence	n flow with strong flow and squence of sequence		Not organized
Vocabulary	Vivid and imaginative word choice; appropriate use of vocabulary	Good word choice; meaning is clear	Fair word choice; simple words	Poor or innapropriate word choice
Sentence structure	Excellent; no errors and a variety of lengths	Adequete; few errors and some variety of lengths	Fair; choppy with variety	Poor; many errors
Capitalization and punctuation	Error free	Very few errors (1-5)	Some errors (6-10)	Many errors (over 10)
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 - A. Kegiatan awal
 - Salam dan tegur sapa serta absensi
 - B. Kegiatan inti :
 - 1) BKOF

- Siswa mendiskusikan kosa kata dan tata bahasa dari teks berbentuk recount

2) MOT

- Siswa memahami contoh teks recount
- Siswa memahami contoh mind mapping
- Siswa memahami langkah langkah pembuatan mind mapping
- Siswa memperhatikan penjelasan guru tentang cara membuat teks recount menggunakan mind mapping
- Siswa mencari kata kata yang sulit dalam teks dan mendiskusikannya dengan guru

3) JCOT

- Siswa mencari kata kata yang tepat untuk mengembangkan metode mind mapping
- Siswa membuat mind mapping menggunakan kosa kata yang tepat
- Siswa memperhatikan feedback atas tugas mereka

4) ICOT

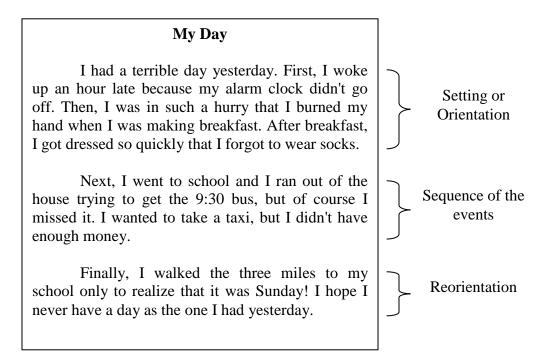
- Siswa membuat teks recount dengan mind mapping secara individu
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis)
- C. Kegiatan akhir
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	Pleret,
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An example of recount text.



Study the text structure of the recount text below.

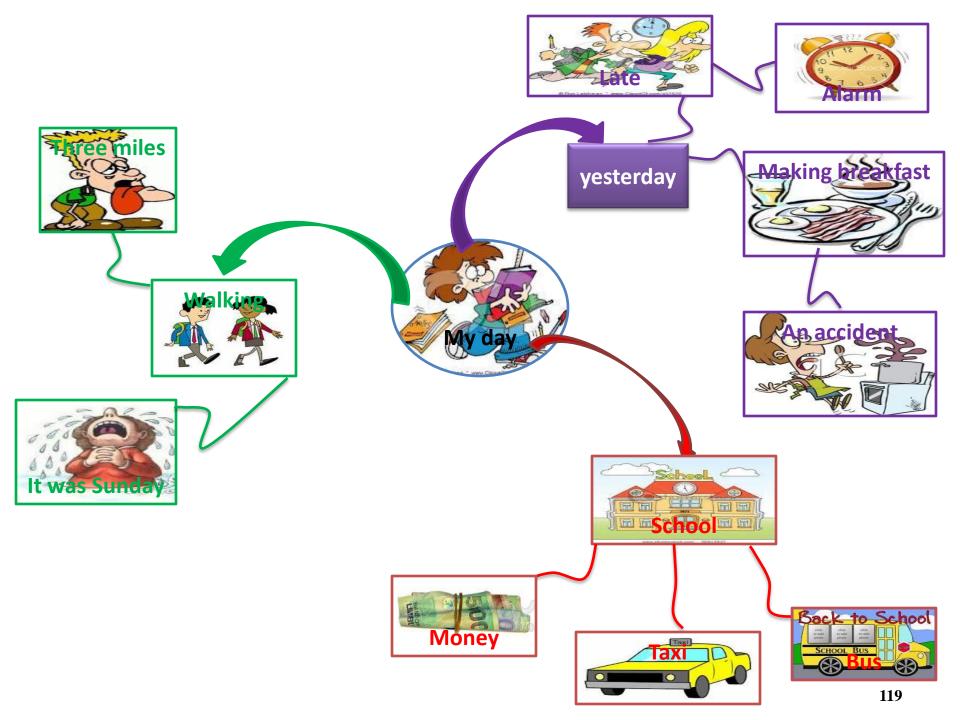
Paragraphs	Generic structure
I had a terrible day yesterday. First, I woke up	Orientation: provides the setting and introduces
an hour late because my alarm clock didn't go	participants.
off. Then, I was in such a hurry that I burned	
my hand when I was making breakfast. After	
breakfast, I got dressed so quickly that I forgot	
to wear socks (paragraph 1)	
Next, I ran out of the house trying to get the	Events: tell what happened, in what sequence.
9:30 bus, but of course I missed it. I wanted to	
take a taxi, but I didn't have enough money	
(paragraph 2)	
Finally, I walked the three miles to my school	Re-orientation: optional closure of events.
only to discover that it was Sunday! I hope I	
never have a day as the one I had yesterday	
(paragraph 3)	

Work in groups of four and everyone should share his/her unforgettable experience.

Decide one that the group thinks is the most unforgettable. Then write a recount text by using mind mapping and tell it in front of the class.

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 - A. Kegiatan awal
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 - B. Kegiatan inti
 - 1) BKOF

- Siswa memahami contoh teks recount
- Siswa berkelompok mendiskusikan kosa kata dan tata bahasa dari teks berbentuk recount

2) MOT

- Siswa memahami contoh mind mapping
- Siswa mendiskusikan langkah langkah pembuatan mind mapping
- Siswa memperhatikan penjelasan guru tentang cara membuat teks recount menggunakan mind mapping
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A recount Text

Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

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

On Monday, we packed our bags and got ready to go home.

Setting or Orientation

Sequence of the events

Reorientation

Study the text structure of the recount text below.

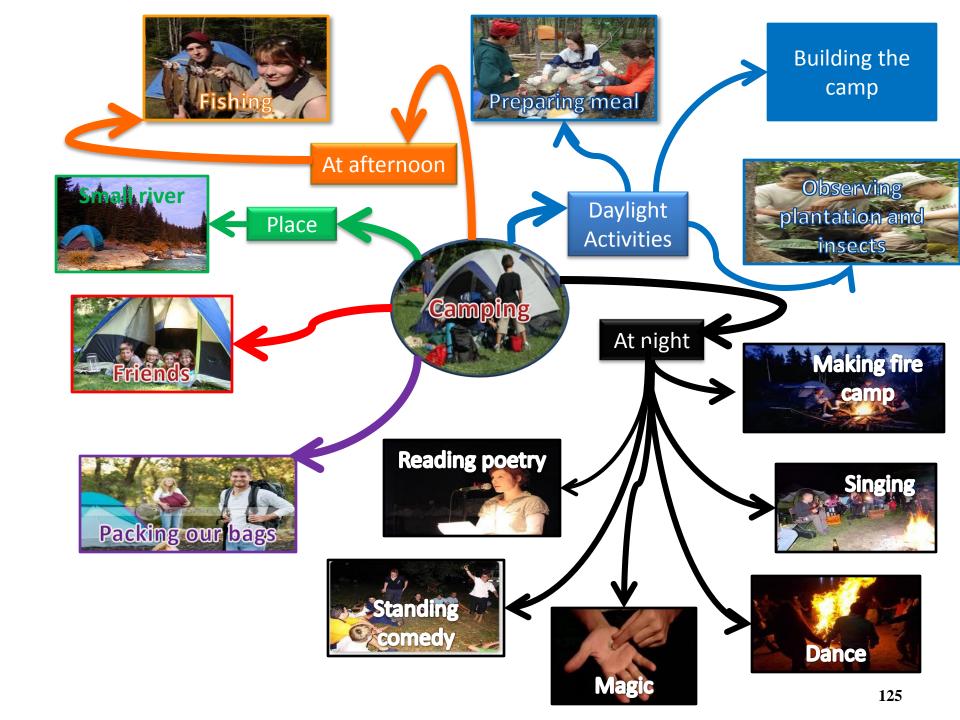
Paragraphs	Generic structure
Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. (paragraph 1)	Orientation: provides the setting and introduces participants.
The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed standing comedy. (paragraph 2)	Events: tell what happened, in what sequence.
On Monday, we packed our bags and got ready to go home. (paragraph 3)	Re-orientation: optional closure of events.

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Decide one that the group thinks is the most unforgettable. Then write a recount text by using mind mapping and tell it in front of the class.

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Appendix 5
Pre-test and Post-test Scores

The t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test	73.75	32	5.536	.979
	Pre test	56.56	32	11.943	2.111

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post test & Pre test	32	.238	.190

Paired Samples Test

Paired Differences									
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Post test - Pre test	17.188	11.909	2.105	12.894	21.481	8.164	31	.000

Case Summaries

	Pre test	Post test
1	60	70
2	60	65
3	80	70
4	60	70
5	60	80
6	50	70
7	60	75
8	50	70
9	60	80
10	45	70
11	80	80
12	70	75
13	60	80
14	40	80
15	45	75
16	60	75
17	70	80
18	60	80
19	70	80
20	60	75
21	60	80
22	40	70
23	40	75

24		40	65
25		45	75
26		50	65
27		50	60
28		40	75
29		45	75
30		60	80
31		80	70
32		60	70
Total	N	32	32

Appendix 6
Course Grid

COURSE GRID OF TEACHING-LEARNING WRITING PROCESS FOR THE TENTH GRADE STUDENTS OF SMA N 1 PLERET, XB CLASS IN THE ACADEMIC YEAR OF 2011/2012

COMPONENTS									
Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Materials	Key Vocabulary	Functional Text	Activities	Indicators
I (meeting 1-3)	Expressing short, simple, functional essays in the genres of recount in the context of daily life	Expressing meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genre of recount	Telling Past Experience	 Past tense Rhetorical essay of recount text 	 Simple past tense S+V2 Generic structure -Orientation -Events Reorientation Using conjunctions -then -after that -next -the first -the second -etc. 	went, stayed, came, received, helped, took, walked, played, watched etc.	Recount	Mind mapping: The students discussed the words related to the topic. The students tried to comprehend the steps to make the mind mapping. The students tried to make the mind mapping as a prewriting planning	identify generic structures of recount text To use language feature in the text

II	Expressing	Expressing	Telling	• Past tense	• Simple past	went,	Recount	 strategy. The students used the mind mapping to produce recount text. The students presented their works. The teacher gave feedback based on the errors. Mind mapping: 	• To	
(meeting	short, simple,	meanings	Past	• Rhetorical	tense	wanted, ran,	Recount	• The	identify	
1-3)	functional	and steps of	Experience	essay of	S+V2	worked,		students	generic	
	essays in the	rhetorical	_	recount	• Generic	forgot,		discussed their	structure	
	genres of	essays in		text	structure	walked,		mapping in a	of recou	ınt
	recount in	accurate,			-Orientation	missed, etc.		group.	text	
	the context of daily life	fluent, and acceptable			-Events			• The	• To use	
	of daily life	way using			- Reorientation			students chose	language feature i	
		written style			Reorientation			the appropriate words to make	the text	111
		in the			• Using			the mind	To	

co	ontext of	conj	unctions	mapping.	identify
da	aily life in	-the	n	• The	the
the	ne genre of	-afte	er that	students tried	difficult
re	ecount	-nex	t	to make the	words
		-the	first	mind mapping	• To
		-the	second	as a pre-	produce
		-etc		writing	recount
				planning	text
				strategy.	
				• The teacher	
				gave feedback	
				based on the	
				errors.	

Appendix 7
Photographs



Picture 1. The teacher gives instructions on how to make the mind mapping.



Picture 2. The teacher checks the students' work.



Picture 3. The students make the mind mapping diagram.



Picture 4. The students try to complete the mind mapping diagram.



Picture 5. The teacher explains the use of tenses.

Appendix 8
Permit Letters



Nama

PEMERINTAH KABUPATEN BANTUL DINAS PENDIDIKAN MENENGAH DAN NON FORMAL

SMA NEGERI 1 PLERET

Alamat : Kedaton, Pleret, Pleret, Bantul 55791, telp (0274) 7116950

Website : http://sman1-pleret.sch.id

SURAT KETERANGAN

NOMOR: 377/I.132/SMA.08/H/2011.

Yang bertandatangan di bawah ini:

: Drs. H. Edison Ahmad Jamli

NIP : 19581129 198503 1 0 11

Jabatan : Kepala Sekolah SMA N 1 Pleret

Dengan ini menerangkan bahwa:

Nama : Angga Dwi Pamungkas

Nim : 05202244063 Pekerjaan : Mahasiswa

Telah melakukan penelitian dengan judul:

Using the Mind Mapping Technique to Improve the Students' Writing Skills at SMA N 1 Pleret

Dengan guru pembimbing

 Nama
 : Dra. Vera Λfri Iswanti

 NIP
 : 19550429 198303 2 006

Jabatan : Guru Bahasa Inggris

Yang dilaksanakan pada tanggal 8 Agustus 2011 sampai 23 November 2011 di SMA N 1 Pleret. Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.

MENENGA Kepala Sekolah

Drs. H. Edison Ahmad Jamli ND: 19581129 198503 1 011

Tembusan kepada:

Yth. 1. Rektor UNY (sebagai laporan)

- 2. Pembantu Dekan 1 FBS
- 3. Ketua Jurusan Pend. Bhs. Inggris FBS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 @ (0274) 550843, 548207 Fax. (0274) 548207 http://www.fbs.uny.ac.id//

FRM/FBS/33-01 10 Jan 2011 11 November 2014

Nomor

: 2195/H.34.12/PP/XI/2011

Lampiran

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Hal

: Permohonan Izin Penelitian

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta c.q. Kepala Biro Administrasi Pembangunan Sekretariat Daerah Propinsi DIY Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat banwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

Using The Mind Mapping Technique to Improve The Students' Writing Skill of The Tenth Grade Students at SMA N 1 Pleret in The Academic Year 2011/2012

Mahasiswa dimaksud adalah:

Nama

: ANGGA DWI PAMUNGKAS

MIV.

: 05202244063

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

: Bulan November 2011 s.d. Desember 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan Wakil Dekan I.

> uhaini M. Saleh, M.A. 9540120 197903 1 002