

CHAPTER IV RESEARCH FINDINGS

This chapter is divided into four sections. The first section is the reconnaissance. In the reconnaissance, the steps of sharpening the research problems are presented. The second section is the research process. In the research process, the process of the research is described from Cycle 1 to Cycle 2. The next section is the research findings and the last section is the interpretation of the findings. In the research findings, the results of collecting the data in two cycles are elaborated. In the last part, the researcher interpreted the findings based on the results obtained in cycle 1 and cycle 2.

A. Reconnaissance

1. Identification of the Field Problems

Before carrying out the actions, the researcher observed the situation of the English teaching and learning process of writing in VIIIA class. From the preliminary observation, some typical characteristics teaching-and-learning-process of the writing is described in a form of a vignette.

Vignette
Thursday, April 19th, 2012
VIII A Classroom

R: Researcher
ET: English Teacher
Ss: Students

R came to school at 9.30 a.m. When the break time. She waited ET at the guess room. When the bell rang, ET and R entered the classroom.

The lesson began at 10.35. ET asked a student to lead the prayer. Then she checked the students' attendance. All students were present. ET introduced R to the Ss and said that she would conduct a research for seven meetings, but she told them first that R would begin the observation today. R sat on the back row of the classroom while ET began the material about recount text.

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The classroom was clean and neat. It has 7x9 m². Some Ss preferred sitting behind to sitting the front. **Ss, however, made a lot of noise. They talked to other friends while the teaching and learning process still went on.**

At the beginning of main activities, ET gave the example of a text, entitled “My Football Experience”. ET asked some students to read the text then she asked some questions related to the topic. After ET explained about recount text, she asked Ss to make a paragraph. They argued about this. ET then asked them to write about what happened in their holidays. **Still, though some Ss got the idea about their holiday, they did not know how to write in English, while the rest of them wrote some words they know in English.**

Some Ss had difficulties in mastering the vocabularies in English. They asked to ET about the vocabulary in Indonesian language that they might not know in English. **ET helped them all the way she could. When ET told the vocabularies, some Ss misspelled the words in written.** R noticed **some Ss did not seem enthusiastic for the activity today. Almost Ss spent a lot of time in writing, while there are only two of them could finish it on time.** Some Ss complained **“Why don’t we just play a game just like the Conversation Class usually does, Ma’am?”** ET answered “Well, you could do this later in Conversation Class only”. ET ended the activity today by leave-taking and praying after she did a reflection for today’s activity.

(Field note 9/ April 19th, 2013)

The vignette shows that the activity during the process of teaching and learning did not quite interactive. They paid no attention to the teacher’s instruction. It is supported also by interview transcripts between the researcher and the English teacher.

- ET : “Ya, silakan mbak mau tanya apa?”
 (“Alright, what would you like to ask me?”)
- R : “Hanya tanya sedikit tentang materi dan pengajaran Bahasa Inggris bu. Begini, sekilas tentang pengajaran recount text tadi apakah banyak siswa yang mengalami kesulitan dalam mempelajari materi ini bu?”
 (“Only a little about the material and teaching English, Ma’am. Alright, about the teaching writing of a recount text, do students have difficulties in learning this material?”)
- ET : “Hm, kalau kesulitan sih tidak terlalu ya, hanya saja susah menyuruh siswa menulis awalnya.”
 (“Err, not really, only in the beginning it is really difficult to ask them to write.”)

(Interview 1/ April 19th, 2012)

In addition, the researcher also interviewed the students to find out the problems. Three students were interviewed after the preliminary observation.

- R : *Kalau boleh tahu, apakah adik suka pelajaran Bahasa Inggris?*
(Anyway, do you like English?)
- S13 : *Suka sekali, Mbak.* (Yes, I love it.)
- S7 : *Biasa aja, Mbak.* (It is just so-so.)
- S2 : *Kalau saya suka, tapi pas speaking saja.*
(I like English, only when speaking activities.)
- R : *Apa sih yang membuat adik suka pelajaran Bahasa Inggris? Dan apa yang membuat adik tidak suka pelajaran Bahasa Inggris?*
(What makes you like English? and what makes you do not like it?)
- S13 : *Dari kecil saya suka, Mbak.* (I like English since I was a child.)
- S7 : *Susah, ga tahu kosakatanya. Pokoknya susah.*
(It is difficult. I did not know the vocabularies. It is completely difficult for me.)
- S2 : *Saya lebih suka speaking daripada writing soalnya ada games, Mbak.*
(I like the speaking activities more than writing because there are many games in the activity.)
- R : *Bagaimana dengan kegiatan menulis, apakah adik suka?*
(Well, talking about writing, did you enjoy the activity?)
- S2 : *Enggak. Saya bosan waktu disuruh menulis.*
(No, I did not. I am bored when teacher asks me to write.)
- R : *Menurut adik, apa yang menjadi kesulitan adik dalam menulis?*
(What are the difficulties in your writing?)
- S2 : *Tidak tahu kosakata dalam Bahasa Inggris dan ga tahu apa yang mau ditulis.* **(I do not know the vocabularies and I do not know what to write)**
- R : *Media apa yang biasanya digunakan guru dalam mengajar?*
(What kind of learning media that teacher usually uses in teaching?)
- S13 : *Tidak pakai media apa-apa di kelas, Mbak.*
(There are no any media in our classroom.)
-
- R : *Apakah adik menemukan kesulitan dalam mempelajari teks recount?*
(Did you find any difficulties in learning recount text?)
- S7 : *Ya, lumayan. Sedikit bingung karena hamper mirip dengan narrative texts.* (Not really. I am just a little bit confused because it is more likely to narrative.)
- R : *Apakah adik tahu bagian-bagian dari teks recount apa saja?*
(Did you know the structure of recount texts?)
- S7 : *Hm, ada events, complication, lalu reorientation lagi kan, Mbak?*
(They are orientation, complication, and then reorientations again, aren't they?)

(Appendix E/ Interview Transcripts 2)

To find the information related to the problems found in the teaching and learning process of VIIIA, the researcher and the collaborator discussed 21 field problems found during the writing activity. These problems are described in the following table.

Table 6: The Field Problems Related to Writing Ability at VIIIA Class of SMP Muhammadiyah 8 Yogyakarta

No.	Problems	Codes	Sources
1.	Some students made noises when teacher explained the material.	SB	O
2.	Some students did not know the structure of recount texts	SB	I,O
3.	The students could not finish writing on time.	TM	O
4.	The students' performances in writing were low.	SW	TS
5.	The use of media in writing-teaching-and-learning process was lack of a visual aid.	M	O, I
6.	The teacher applied a monotonous technique in teaching writing.	TT	O
7.	The students' writings were not organized well.	SW	TS
8.	The students had limited vocabulary mastery in English.	SW	I, O
9.	The students did not pay attention to spelling errors.	SW	O, TS
10.	The teacher gave a little control when the students did the task.	TT	O
11.	Most students had difficulties in generating ideas.	SW	I, O, TS
12.	Some students prefer sitting behind to the front.	SB	O, P
13.	Most students did not bring the dictionary.	SB	O
14.	The teacher went outside when the students did the task.	TB	O
15.	The students had difficulties to start what to write.	SW	O
16.	The students did not seriously work the task.	SB	O
17.	The students enjoyed speaking more than writing activities.	SB	I
18.	Most students' writings were dominated by tenses errors.	SW	O, TS
19.	Some students were slept when the activity was going on.	SB	O, P
20.	Some of high-ability students often dominated the process of accomplishment the task, while the low-ability ones tended to be passive.	SB	I, O
21.	Some students were not enthusiastic in writing activity.	SB	O

SB: Students' Behavior **SW:** Students' Writing **TT:** Teaching Technique
TB: Teacher's Behaviour **M:** Media **TS:** Task
TM: Time Management **O:** Observation **I:** Interview
P: Photograph

After identifying the field problems, she discussed with the English teacher to classify the problems based on the urgency level. There were 10 problems identified based on the result of the observation, interview and tasks given. Those problems were classified into problems including students, teacher, materials, and media. The problems to be solved were related to the teaching and learning process of writing. The problems are presented in Table 7 below.

Table 7: The Most Urgent Problems Concerning the Writing Ability at Class VIII A SMP 8 Muhammadiyah Yogyakarta

No.	Problems	Codes
1.	The students could not finish writing on time.	TM
2.	The teacher applied a monotonous technique in teaching writing.	TT
3.	The use of media in writing-teaching-and-learning process was lack of a visual aid.	M
4.	Most of students' writings were not organized well.	SW
5.	Most students had limited vocabulary mastery in English.	SW
6.	Most students did not pay attention to spelling errors.	SW
7.	Most students had difficulties in generating ideas.	SW
8.	Most students' writings were dominated by tenses errors.	SW
9.	Most of the students were not confident to respond the teachers' instruction.	SB
10.	The students' performances in writing were low.	SB

The researcher considered the students' behavior would improve as well as the improvement that would be implemented in terms of media, time management, teaching technique, and also students' writing. By sharpening these field problems based on the urgency, the researcher made a discussion with the

English teacher to determine the most important problems in the teaching and learning process of writing that were feasible to be solved. The problems are presented in the following table.

Table 8: **The Most Feasible Problems Concerning the Writing Ability at Class VIII A SMP 8 Muhammadiyah Yogyakarta**

No	Problems	Codes
1.	Time Management The students could not finish writing on time.	TM
2.	Media The use of media in writing-teaching-and-learning process was lack of a visual aid.	M
3.	Teaching Technique The teacher applied a monotonous technique in teaching writing.	TT
4.	Content Most students had difficulties in generating ideas.	SW
5.	Organization Most students' writings were not well- organized.	SW
6.	Vocabulary Most students had limited vocabulary mastery in English.	SW
7.	Mechanics Most students did not pay attention to spelling errors.	SW
8.	Language Use Most students' writings were dominated by tenses errors.	SW

After identifying the problems related to the teaching and learning process of writing to be solved, she and the English teacher worked collaboratively to find the main causes of the problems. She and English teacher arranged to determine the main causes of those problems. The main causes of the problems were:

- 1) ineffective teaching technique strategies in teaching writing.
- 2) the lack of the use of learning media in the teaching writing.
- 3) the students' low interest and motivation in learning writing.
- 4) the lack of students' attention toward the aspects in writing.
- 5) the time management which considered as less effective in the classroom.

To give clearer description of the problems, the following table also displays the identification of some field problems and their indicators in VIIIA.

Table 9: The Problems and Indicators in VIII A

No.	Field Problems	Indicators
1.	Time Management The students could not finish writing on time.	a. The students did not seriously work the task given by the teacher. b. The teacher did not control the writing activities. c. The students spent much time to start what to write.
2.	Media The use of media in writing-teaching-and-learning process was lack of a visual aid.	The teacher did not use any media to support the writing activity.
3.	Teaching Technique The teacher applied a monotonous technique in teaching writing.	a. The students were bored doing the task given by the English teacher. b. The teacher only asked the students to write without considering the process to help them write. c. The teacher did not control the students when they worked on the assignment.
4.	Content Most students had difficulties in generating ideas.	a. Most students were confused about what to write. b. In making paragraphs, they wrote lacks of supporting sentences. c. Some students did not know the purpose of recount texts.
5.	Vocabulary The students had limited vocabulary mastery in English.	Some students did not bring their dictionaries. The students were reluctant to check the words in the dictionary.
6.	Organization The students' writings were not organized well.	The students did not put the correct chronological orders of recount texts.
7.	Language Use Most students' writings were dominated by tenses errors	Most students often did some mistakes in changing regular and irregular verbs for past tenses.
8.	Mechanics Most students did not pay attention to spelling errors.	Most students did some errors in spelling; few of them did some errors in punctuation, and capitalization.

2. Determining the Actions to Overcome the Problems

After identifying the main causes, she and the English teacher found out the actions that overcome problems. The researcher told the English teacher about the appropriate actions as the efforts to solve the problems occurring at VIII A class of SMP 8 Muhammadiyah Yogyakarta. Then, the English teacher gave some considerations related to the actions which could be used in the classroom. Then she collected some action plans as follows.

- a) Introducing and giving instructions to students to access the software
- b) Presenting the materials by using mind mapping software
- c) Using mind mapping to brainstorm ideas
- d) Using mind mapping to explore vocabularies
- e) Using mind mapping to present the language use in recount texts
- f) Using mind mapping to organize the sequence of events in recount texts
- g) Using mind mapping to complete the spelling diagrams
- h) Applying the time duration in class activities

After having a discussion with the English teacher, the researcher determined some specific actions to solve the problems of the teaching and learning process of reading. There are some actions that would be implemented. The relationship between the problems and the actions can be seen in the table below.

Table 10: **The Relationship between the Problems and the Actions**

No.	Problems	Actions
1.	Media The use of media in writing-teaching-and-learning process was lack of a visual aid.	Introducing and giving instructions to students to access the software
2.	Teaching Technique The teacher applied a monotonous technique in teaching writing.	Presenting the materials by using mind mapping software

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3.	Content Most students had difficulties in generating ideas.	Using mind mapping to brainstorm ideas
4.	Vocabulary The students had limited vocabulary mastery in English.	Using mind mapping to explore vocabularies
5.	Language Use Most students' writings were dominated by tenses errors	Using mind mapping to present the language use in recount texts
6.	Organization The students' writings were not organized well.	Using mind mapping to organize the sequence of events in recount texts
7.	Mechanics Most students did not pay attention to spelling errors.	Using mind mapping to complete the spelling diagrams
8.	Time Management The students could not finish writing on time.	Applying the time duration in class activities

The first problem was the lack use of the media. The cause of these problems is the teacher did not use any media in teaching. The use of media was important to stimulate the students' understanding about the materials. After the teacher has introduced the characteristic of mind mapping to the students, each of them could demonstrate how to access the software. It was aimed at giving opportunities to all students to access the software.

The second problem was the teaching technique. It was considered as monotonous applied in writing activities. The technique that was applied in the classroom was related to the use of media. If the teacher integrated media with the teaching technique, the students would not be bored with the activities in the classroom. By presenting the materials using mind mapping software, it was aimed at introducing the students to building the students' understanding of the text and the purpose of the text. To present the materials of recount text, the

teacher could make an example of a recount text by integrating with the use of pictures.

The third problem was regarded with the greatest problem of writing in terms of content. Most students had a common problem in generating and developing ideas well. In this case, they wrote lacks of supporting sentences. They also could not differentiate the recount texts with other text, such as narrative or descriptive. Making mind mapping for creating a recount text would be useful because the students could brainstorm the main idea. After they got the main idea, they could develop the next sentences to improve the supporting details of main idea. It was aimed at improving the students to develop their writings.

The fourth problem was about the vocabulary mastery. Most students had limited vocabulary mastery in English. The researcher also found most of the students did not bring their dictionaries in each English classroom. They argued that the dictionary was too heavy so that they only considered leaving it at home. Concerning about this problem, the researcher discussed with her collaborator to use computer dictionaries, namely Cambridge Advanced Learner's Dictionary® and *Kamus 2.04*®. However, the English teacher suggested the researcher to ask the students to bring their dictionaries in each meeting in order to make the students be aware of the importance of dictionary. In the case of vocabulary, the researcher used mind mapping to explore the students' vocabulary.

The fifth problem dealt with language use of sentences. The researcher found that the students' writings were dominated by tenses errors. To help students write

a good recount text in appropriate language use, she used mind mapping to present the language use in recount texts.

The sixth problem was related to the organization of writing recount texts. The students did not put the correct chronological orders when writing recount texts. The researcher intended to use mind mapping to organize the sequence of events in recount texts. It was aimed at helping the students to write well-organized texts.

The seventh problem was the mechanics problem that the students had in writing. Most students did some errors in spelling; but few of them did some errors in punctuation, and capitalization. By completing mind mapping diagrams with correct words, the students could write the English words in the correct spelling.

The last problem dealt with time management. In the preliminary observation, it could be seen that the students spent too much time in writing because the teacher did not set the time duration for the students to finish their works. As a result, the time duration in the classroom was not effective. By setting the time duration in class activities, the students would be aware to work with the texts seriously.

B. Research Processes

In this part, the researcher describes the process of the research. The process was divided into two cycles. The report of each cycle was discussed as follows.

1. Report of Cycle 1

a. Planning

To start off, the researcher planned to use a data projector and screen to present the mind mapping in the classroom. She also prepared some observation sheet and a camera for taking photographs. She then discussed some activities to be designed with her collaborator. Some actions which planned in Table 10 were applied in four meetings. Based on the discussion with the collaborator in a democratic atmosphere, some actions were planned in the first cycle. They are discussed as follows.

The first action is introducing and giving instruction to students to access the software. In this part, teacher introduced the software and how to use the software. Then, the teacher might ask some students to come to the front to use the software while their friends paid attention to their friend. This aimed at giving opportunities to them to use the software so that the classroom it would create a classroom interaction between teacher-student and student-students.

The second action was presenting the material by using mind mapping software. It was aimed at building the students' understanding of the text and the purpose of the text. Since mind mapping software offers some characteristics such as colors and pictures, it becomes an appropriate learning media to integrate with teaching technique in order to build the students' knowledge.

The third action was using mind mapping to brainstorm students' ideas. It was aimed at improving the students to develop their writings. In this action the students gathered some information from the text after they have read a text. In

the next task, the teacher provided a map and asked the students to make some paragraphs from the task. In this way, the students would work on the task easily because they had read it and filled the information from the text into the map.

The fourth action was using mind mapping to explore the vocabulary mastery. The use of vocabulary was related to the topic of recount texts. The teacher asked the students to fill the keywords in the map from the texts they have read. Since most students had limited vocabulary mastery in English, the researcher discussed with her collaborator to use computer dictionaries, namely Cambridge Advanced Learner's Dictionary® and *Kamus 2.04*®. The introduction to the dictionary did not require higher level of words mastery of students. They could simply use the dictionary to differentiate the word form and how the use of language because some dictionaries did not offer a complete explanation of the word forms. The use of monolingual dictionary was considered as helpful because they could find the words meaning in Indonesian language.

The third action was using mind mapping to organize the sequence of events in recount texts. It was aimed at helping the students to write well-organized texts. It was also aimed at helping the students find the vocabularies which were related to the stories. In this action, the researcher used some pictures stories. The students were asked to write some clues of the words related to the pictures. By using pictures stories, mind mapping can help the students stimulate to recognize the organization of the text and develop the paragraphs.

The fourth action was completing mind mapping diagrams with correct words. In this part, the students added the letter clues in each branch of mind

mapping. They could correct others' work by publishing their works in front of the class to have a response from their friends. The action would also have a relation to students to use the dictionaries as stated before.

The fifth action was using mind mapping to present the language use in recount texts. The use of appropriate tenses was regarded as the most important thing in the aspect of language use. The teacher could use mind mapping to present some features of the language in recount texts. The students, then, found out the appropriate tenses from the text and filled it into the map.

The sixth action was using mind mapping to organize the sequences of events in recount texts. In this action, the teacher used some pictures to stimulate the students' understanding of the structures in recount texts. By applying this action, it was expected that they could organize paragraphs in recount texts better than before.

The seventh action was using mind mapping to complete the spelling diagrams. The teacher could also present the rules of punctuation and capitalization as the exploration stage since there were few students who made mistakes in punctuation and capitalization.

The last action was applying the time duration in class activities. Time limit was important to help the students write in well-timed management. It was aimed at engaging the students to be able to do the task seriously when working with the texts. Teacher, in this part, also had some roles to assist, motivate and resource during the accomplishing of the task in order to manage the time effectively.

In addition to plan the actions above, the researcher prepared the lesson plan and discussed with the English teacher about the activities and the materials that would be delivered to the students. In implementing the actions, the researcher would teach the students, while the teacher observed the teaching. Besides, the researcher prepared some instruments to collect the data such as interview guidelines, observation checklists, observation guidelines, and documents.

b. Action and Observation

The actions were carried out in four meetings on May 3rd, 4th, 5th, and 10th, 2012. The actions were focused on implementing mind mapping software through some actions mentioned before. The data collected during the actions in cycle 1 were obtained from classroom observations and interviews.

1) First Meeting

The learning activity in the first meeting was begun with building the students' knowledge to a recount text. The researcher introduced the topic and told the objective of the learning that would be achieved. Then, she presented the material by using iMindMap® software in 20 minutes. The students paid attention to her explanation, although some of them seemed unfamiliar with the software. Still, the students seemed uninterested in the researcher's presentation. The following pictures display the students' behavior when the researcher introduced the software.



Figure 9: Some students were slept during the researcher's presentation

In presenting the software, she gave a brief introduction related to the software. She also told them the instructions to use iMindMap6®. After that, she asked them to read the story from the text given and fill the clues in the map. Some pictures, colors, and arrows were integrated to catch the students' attention in the map. The title of the text was previously blank in order to let the students write different main ideas. The researcher provided 15 minutes to fill the map.

The researcher distributed a text to a pair of students. Then, she let them read in about 15 minutes and ask them to tell about what happened in the text. As the students indistinctly chattered to their friends, she continued giving a print out of map to the students. Then, she continued presenting the materials using mind mapping software.

Then, she asked a pair of students to represent their map to the front of the class through the use of iMindMap6® software. In this part, each student tried to access the software while the others gave attention to their friend. Giving an opportunity to a student to access the software brought interaction between the

students and the teacher. The student who had the opportunity to present her idea in front of the class felt more confident to explain her idea to the teacher. She also guided her friends' attention to what she had done on screen. The following photographs capture how the situation happened in the classroom.



Figure 10: S13 tries to access imindmap6® (left) and the others pay attention to their friend (right)

To increase a motivational gain, a representative of each pair had to try to access the software. There were many different main ideas that the students shared on screen. In this meeting, this activity considered as more interactive than the previous activity because the students were given opportunities to use the software and.

Some students felt unusual with the use of computer and software in the classroom at the first time. The others were able to follow the instruction, but they still had a problem when using the software. All in all, the following field note gives further information about the situation in the classroom that day.

After R gave Ss instructions about how to use the software, each of the Ss was given an opportunity to share different ideas in front of the class using iMindMap6. At first, they looked unusual with the software.

However, they were able to use it with some guidance from R. Each of the Ss came to the front to represent main idea with his/her friend. The others looked at their friend as they noticed what his/her friend wrote. When a friend of them made mistakes in typing the words, some of them told her by yelling "*Kartika ki, arep nulis opo tho?*" (What do you want to write anyway, Kartika?). As her friends warned her, *Kartika* looked at her writing and corrected the words that she just wrote directly. After she finished writing, R gave response the writing by saying, "*Ya, sudah cukup baik ya Kartika. Terima kasih. Ayo beri giliran teman yang lain untuk maju.*" (Okay, Kartika. It's good enough. Thank you. Let us give others take their turn to come to the front.)

(Appendix C/ Field Note 11)

However, some students found difficulties in writing the English words to fill the map. Most of the students did not bring their dictionaries to the class. There were few of them who brought their dictionaries that day. To solve this problem, the researcher introduced the students to a computer dictionary, namely Cambridge Advanced Learner's Dictionary® in order to help them find and recognize the words. Once the students asked for the English vocabularies, the teacher could simply explain by showing the dictionary. In addition to the application of monolingual dictionary, the researcher also used a bilingual-computer dictionary, namely *Kamus 2.04* that was used to help the students transfer some vocabularies from Indonesian language into English language. A picture of a student who used Cambridge Advanced Learner's Dictionary® is displayed in the following picture.

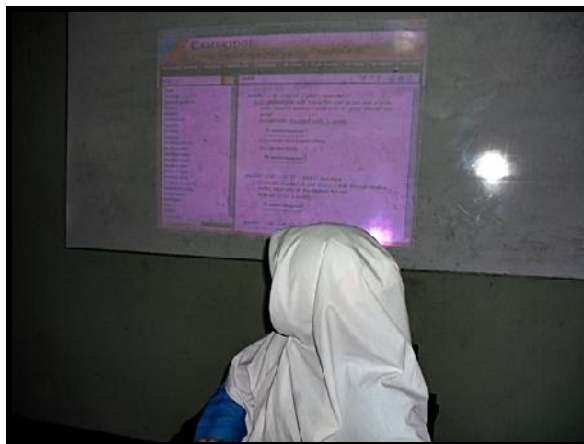


Figure 11: A student pays attention to the dictionary

2) Second Meeting

The second meeting was started by continuing the previous meeting of the materials. She continued using iMindMap6® software by providing a print out of the map for students. In this task, the students had to complete the spelling diagrams in a group of four. Because of Friday, the time allocation for English was provided for only 40 minutes. Thus, the researcher provided 20 minutes for them to finish their works. After finishing their works, they wrote the spelling answers in the blackboard so that they could get feedbacks from their friends.

In this meeting, the researcher managed to use the time effectively. However, the students made a lot of noises in this meeting so that the researcher was unable to control the classroom. The following field note displays the situation happened in the second meeting.

R distributed a print out of a map to students. However, most of them made a lot of noises. **R was unable to control the classroom.** Once a student asked her to help him/her, the others played around the classroom. **It took a lot of time to control the students' work one by one.** In other words, the activity today was considered as a very time-consuming meeting. As the result, R had to continue the activity in the following meeting.

(Appendix C/ Field Note 12)

3) Third Meeting

In the third meeting, the researcher asked the students to order the sequence of events from the previous task of a recount text. The action that was conducted in the second meeting could not be completed because the time was out of planning. So, the researcher asked them to make a group of four students. Each group had to organize the sentences into the correct chronological order based on the pictures on the map. In this task, the researcher provided 20 minutes for them to work on. The divide of the groups applied in order to be effective in managing the time. The students used the time to read, share different ideas with their friends, write the sentences, edit them, and check the vocabularies that would be put on map.

The researcher, in this activity, assisted the students to work because some of them required guidance to have a revision from her who acted as their teacher. Some students also asked the researcher to use the dictionary on laptop. The researcher also allowed students to guide his friends to use the software and dictionary instead of playing around the class. The following picture represents their activities in the third meeting.



Figure 12: **S21 Guides His Friends to Use the Dictionary**

After the time-out, the researcher asked them to continue to work the next task. The students were supposed to make some paragraphs individually, yet they still sat on the same group to help each other write. As students worked, the teacher moved from one group to other groups to motivate the students in the process of writing. The activity was done in 45 minutes. The students display their works in front of the class. The latter, the researcher ended the classroom activity by giving a brief feedback on students' writing.

4) Fourth Meeting

The fourth meeting was the last meeting to finish the actions in Cycle 1. In this meeting, the researcher still used iMindMap6®. The researcher made some activities related to mind mapping.

c. Reflection

After conducted some activities in Cycle 1, the researcher and the collaborator discussed some aspects to be considered during the actions. First, they discussed some data gathered in order to find the successful and unsuccessful activities. They included field notes, interview, and students' writing. The

reflection was conducted in a purpose to find out whether the actions were successful or not so that the researcher could determine the next actions. Besides, it also used to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observation during the teaching and learning process and the interviews with the students to evaluate the action. The students were able to share their opinion after the classroom activity. The reflection of each action implemented was elaborated as follows.

1) Introducing and giving instructions to students to access the software

She and her collaborator discussed the actions as successful in common. The presentation was carried out by the researcher in the first meeting and it was continued by the students. At first, the students felt unfamiliar with the software, but they could follow the researcher's instruction then. The action was considered as not completely difficult for them since they deliver some opinions toward the action. The students' opinions were described as follows.

- | | |
|-----|---|
| R | : <i>Bagaimana pendapat adik tentang pengajaran dengan menggunakan mind mapping software?</i>
(What is your opinion about the teaching by using mind mapping software?) |
| S13 | : <i>Bisa dipahami dan cukup menarik, Miss.</i>
(It is understandable and interesting enough, Miss.) |
| R | : <i>Bisa dijelaskan mungkin, bagaimana menariknya?</i>
(Can you tell me the interesting things in further?) |
| S13 | : <i>Ya cukup menarik. Ada gambarnya dan cabang-cabang yang warna-warni gitu. Jadi menarik.</i>
(It is interesting enough as well. There were some pictures, color branches and so on.) |
| R | : <i>Apakah adik menemukan kesulitan ketika pertama menggunakan mind mapping software?</i>
(Did you find any difficulties when firstly used mind mapping software?)
<i>Iya sih. Awalnya kesusahan membuat cabangnya itu karena baru</i> |

S13 : *pertama kali. Tapi tadi sudah diajarkan shortcut agar lebih cepat membuat cabang-cabangnya hanya dengan menekan tombol “Insert” di keyboard.*

(Yes, I did. It was difficult at first, but the teacher gave us a shortcut in order to make the branches quickly by pressing the “Insert” on keyboard.)

(Appendix E/ Interview Transcripts 4)

From the interview transcript, the students were interested in mind mapping software since it provided some pictures, colors, and branches. They were also able to access the software because there was a shortcut to make branches quickly. Then, these actions were categorized as successful, yet some improvements in presenting the materials were required. The English teacher gave her opinion toward the first action in the following interview transcript.

R : *Bagaimana pendapat ibu tentang presentasi menggunakan mind mapping software tadi?*

(What is your opinion toward the presentation used mind mapping software?)

ET : *Sangat menarik ya. Saya malah belum pernah pakai itu.*

(It is quite interesting. I have never used it before.)

R : *Seperti apa menariknya, bu?*

(What is the interesting thing, Ma'am?)

ET : *Banyak gambar yang merepresentasikan teks recount itu sendiri dan map nya dihias dengan warna-warni yang menarik siswa.*

(There were many pictures represented the recount text itself and many colors used to decorate the map)

R : *Bagaimana pendapat ibu tentang interaksi siswa di kelas selama kegiatan berlangsung?*

(What is your opinion about the students' interaction during the activities in the classroom?)

ET : *Ya, mereka cukup interaktif dan mau berpartisipasi dalam aktivitas yang dibuat Mba Ragil ya ternyata.*

(Well, they were interactive enough and willing to participate in all activities that you set up.)

(Appendix E/ Interview Transcripts 3)

The researcher and her collaborator considered mind mapping software as helpful to be applied in the classroom activity. However, the researcher needed

some improvements related to the presentation. She and her collaborator discussed to improve the material by finding another form of recount texts such as biography.

2) Presenting the materials by using mind mapping software

In presenting the material, the researcher used mind mapping software by combining it with pictures and colors. However, the researcher did not vary the example of recount text. During the implementation of this action in Cycle I, the researcher had an interview with her collaborator dealt with the choice of the text. The transcriptions of the interview were described as follows.

- | | |
|----|---|
| R | : <i>Bagaimana menurut ibu tentang presentasi pada hari ini?</i>
(In your opinion, how did the presentation go today?) |
| ET | : <i>Sudah cukup baik, hanya saja masih ada beberapa siswa yang berpartisipasi dalam pembelajaran hari ini ya, Mbak. (It was good, though there were still some students who did not participate in the teaching and learning today.)</i>
----- |
| R | : <i>Lalu bagaimana saran ibu untuk aktivitas selanjutnya?</i>
(Then how would you suggest for the following activities?) |
| ET | : <i>Mungkin bisa divariasikan dengan contoh teks yang lain ya. Biografi atau bisa juga menyuruh mereka untuk menulis surat yang isinya tentang pengalaman pribadi atau selama liburan, misalnya. (Perhaps we could find another example of the texts. A biography, for example, or we can ask them to write letters that tell about their personal stories or holiday.)</i> |
| ET | : <i>Baik, berarti kita akan menggunakan contoh recount teks yang lain di Siklus 2 ya, bu.</i>
(Okay, Ma'am. So we will use another example of recount texts for Cycle 2, won't we?) |
| R | : <i>Ya, begitu juga bisa, Mbak.</i>
(Well, I am in line with you, then.) |

(Appendix E/ Interview Transcripts 7)

The researcher also had an interview with some students of VIIIA class related to the materials presented by the researcher. The following transcription adds the reflection for this action.

- | | |
|-----|---|
| R | : <i>Bagaimana presentasi tentang materi recount text hari ini dengan menggunakan mind mapping dik?</i>
(What do you think about the presentation of recount text today?) |
| S22 | : <i>Menarik.</i> (It is interesting enough.) |
| S10 | : <i>Bagus.</i> (It is good.) |
| S11 | : <i>Bisa dipahami.</i> (It is understandable.) |
| R | : <i>Jika menarik dan bisa dipahami, mengapa tadi masih ada yang tertidur?</i>
(If it is say-so, why did some of you are slept during the activities?) |
| S10 | : <i>(Ss giggled each other)”Karena Miss di depan terus sih waktu mempresentasikan itu, jadi kami bosan.”</i>
<i>(Ss giggled each other) “We were bored because you were in the front of the class during the presentation, Miss.”</i> |
| R | : <i>Begitu ya, baik. Lalu bagaimana dengan materinya?</i> (Alright. Then what about the material?) |
| S11 | : <i>Sudah cukup bagus dan bisa dipahami.</i> (It was good enough and understandable.) |
| R | : <i>Kalau boleh tahu, seberapa bisa dipahami?</i> (Anyway, how well did you understand it?) |
| S10 | : <i>Jadi lebih jelas bagian-bagian recount text karena dibuat mind mapping dan ada contohnya, Miss.</i> (I could clearly understand the recount text because of the use of mind mapping and their examples.) |
- (Appendix E/ Interview Transcripts 4)

From the transcription above, it can be seen that the students were bored because the teacher presented the materials and stood in front of the class during the presentation. They prefer the teacher walking around their seat to standing in front of the classroom. However, they gave an opinion that the materials were good enough because it used mind mapping as the learning media. In conclusion, the students were able to understand the materials well, but they suggested the researcher not to just stand in front of the class when she presented the materials.

She also had to find another example of recount texts in order to vary the materials for recount texts as the teacher suggested to her.

3) Using mind mapping to brainstorm ideas

In using mind mapping to brainstorm ideas, the researcher and her collaborator made a reflection toward the action. The collaborator suggested further actions to be improved. In this action, the students used mind mapping to gather information from the texts they have read. The teacher previously divided the students in seven groups. Each group consisted of four students that would discuss about the texts and decide the main idea to be written in their worksheets. The following field note presents the students' comments about the activity.

- | | |
|-----|---|
| R | : <i>Menurut adik, susah tidak sewaktu mengerjakan di awal pertemuan tadi?</i> (According to your opinion, is it difficult to work the assignment in the beginning of the meeting?) |
| S13 | : <i>Tidak terlalu. Saya bisa kok menulis keywords yang ada dalam teks ke dalam map.</i> (Not really. I could copy the keywords from the texts to the map.) |
| R | : <i>Bagaimana dengan yang lain?</i> (What about the others?) |
| S10 | : <i>Ya, sedikit susah sih, Miss mau nulis di map nya itu.</i> (Yes, it was a little bit difficult about what I want to write.) |
| R | : <i>Lho, memang instruksinya kurang jelas ya?</i> (Were the instructions not clear enough?) |
| S10 | : <i>Iya, tapi tadi sudah dibantu Nur, Miss.</i> (Yes, it was. But Nur helped me.) |

(Appendix E/ Interview Transcripts 4)

One of the advantages in making groups is that students could help each other in brainstorming activity. In this case, they could share each other's idea and discuss it in small group.

4) Using mind mapping to explore vocabularies

In exploring the vocabularies, the researcher made a map of vocabulary used in recount texts. Some students still found some difficulties in finding appropriate vocabularies.

In addition to present the materials using mind mapping software, the researcher also used Cambridge Advanced Learner's Dictionary® and *Kamus 2.04*®. Many students did not bring their dictionaries during Cycle 1. Some of them came to the front and asked the researcher to use the dictionaries. A student gave some comments dealt with the use of dictionaries. His comments were transcribed as follows.

- | | |
|-----|---|
| R | : <i>Bagaimana menurut adik setelah menggunakan kamus Cambridge?</i>
(What do you think after using Cambridge dictionary?) |
| S21 | : <i>Lumayan mudah, Miss. Jadi bisa membedakan Inggris Amerika dan Inggris British. (It was easy enough, Miss. I could also differentiate between American English and British English)</i> |
| R | : <i>Apa adik pernah mendapatkan kamus ini sebelumnya?</i>
(Have you ever used the dictionary before?) |
| S21 | : <i>Pernah. Guru saya di kursus pernah pakai kamus itu.</i>
(Yes, I have. I saw my teacher in my English course used it.) |
| R | : <i>Apakah adik merasa kesulitan waktu mengajarkan kepada teman-teman tadi?</i>
(Did you feel difficult to guide your friends?) |
| S21 | : <i>Ya sedikit-sedikit bisalah.</i>
(Yes, it is just so-so.) |

(Appendix E/ Interview Transcripts 6)

In some activities, there were high-ability student who usually dominated the activities. In this case, the English teacher suggested the researcher not to be subjective in order to motivate the low-ability ones. Thus, the researcher involved them along the activities so that they felt more appreciative. An interview

transcript below showed the collaborator's opinion and suggestion toward the action.

- R : *Menurut ibu apakah penggunaan kamus Cambridge dan Kamus 2.04 membantu?*
(In your opinion, did the use of Cambridge and *Kamus 2.04* are helpful or not?)
- ET : *Sangat baik, ya Mbak. Siswa jadi sering mengecek kosakata dalam Bahasa Inggris.*
(It was quite good. The students often checked the vocabularies in English)
- R : *Apakah ada saran atau kritik untuk action hari ini, bu?*
(Do you have any suggestions or criticism for today's action, Ma'am?)
- ET : *Ya, mungkin begini. Untuk action selanjutnya jangan terlalu sering menunjuk S21 karena dia sangat aktif dan pandai di kelas ini. Nanti siswa yang lain tidak termotivasi untuk aktif. Nanti coba Mbak Ragil buat aktivitas yang melibatkan semuanya.*
(Well, for the next action, do not be too frequent to point at S21 because he is very smart and talkative in English. I was afraid that other students would not be motivated to join the activity. So, later please make an activity that involved all of them.)
- R : *Baik, ibu.*
(Yes, Ma'am.)

(Appendix E/ Interview Transcripts 5)

5) Using mind mapping to complete the spelling diagrams

Mind mapping was also useful to be applied in correcting spelling. In this action, students completed the spelling of words in mind mapping diagram. Some students were still confused about the task given. However, the others could work the task well.

6) Applying the time duration in class activities

The last action was applying the time duration in class activities during Cycle 1. However, in the second meeting, the researcher was difficult to manage the classroom condition because each student asked her to help them and the others

made a lot of noises. In this case, she was unable to control the whole students. Once a student finished his/her work, he/she disturbed other friends. As a result, she had to continue the next day because of the time-out. The collaborator gave some responses to this condition as presented in an interview transcript below.

- | | |
|----|--|
| R | : <i>Bagaimana mengenai manajemen waktu tadi ya bu?</i>
(What is your opinion about the time management today Ma'am?) |
| ET | : <i>Sepertinya tadi sempat kurang waktunya ya, mbak.</i>
(I think you could not finish the activity because of the time-out, couldn't you) |
| R | : <i>Iya, bu. Tadi saya sempat kewalahan mengkondisikan anak-anaknya hari ini karena harus mengawasi satu per satu dan banyak yang ribut.</i>
(Yes, Ma'am. I was unable to handle the students today because I had to control them one by one. Moreover, they made a lot of noises.) |
| ET | : <i>Ya ndak apa-apa. Baru pertama. Mungkin baru sekali ini mengajar dengan kondisi kelas yang ramai ini ya?</i>
(It was okay because it was your first time. Perhaps it was your first time teaching class with a lot of noise like this, wasn't it?) |
- (Appendix E/ Interview Transcripts 3)

Because of the time-out, she was not able to accomplish the action in the first meeting. Therefore, she and her collaborator decided to make some improvements related to manage the time for the following activities. This action was considered as unsuccessful action so that she and her collaborator had to improve the time management in classroom activities.

2. Report of Cycle 2

The second cycle was also divided into three meetings. To achieve the purpose of the use of mind mapping software, the researcher and her collaborator developed the actions that considered as unsuccessful in Cycle I.

a. Planning

There are seven actions used in Cycle II but the actions have been reduced. The action plans were focused on students' writing ability. The researcher and collaborator continued the actions as she followed the schedule of VIIIA class.

b. Action and Observation

In the beginning of the activity, the teacher divided the students into a group of four. A student of each group had to display their map after he/she has completed the worksheet. The following picture presents a representative of each group who displayed his group's idea.

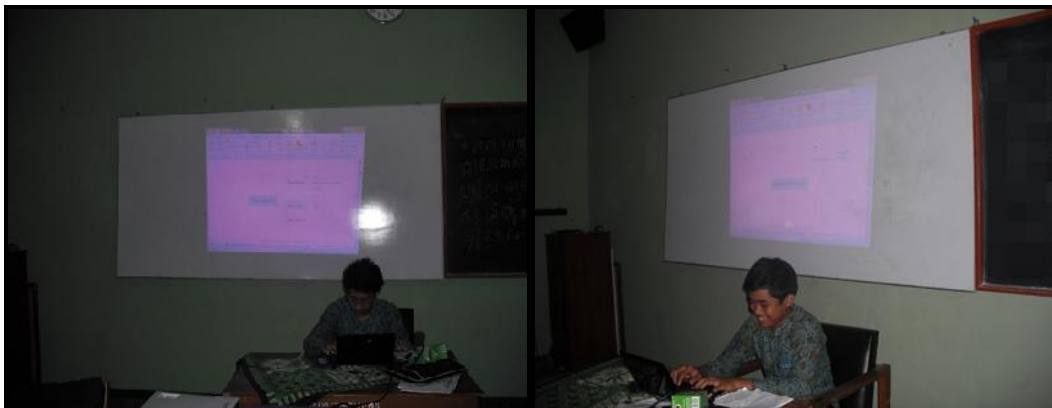


Figure 13: Some students present their work in front of the class

In the picture above, some students presented his group's work and displayed in front of the class. Each meeting the software was used and applied in the classroom activities so that the students were familiar with mind mapping. In this meeting, some students easily presented their group's work using mind mapping software.

c. Reflection

After implementing the actions in Cycle 2, the researcher and the collaborator carried out the reflection to discuss the observation result of writing activities. The reflection for each action is described as follows.

The implementation in this action was successful after the researcher improved the materials. The difference between this action which implemented in Cycle 1 and Cycle 2 was the presenters. The students in this cycle, was given greater opportunities as the presenter. The researcher, however, assisted and controlled the students to build a classroom interaction.

The activity to use mind mapping to organize the sequence of events in recount text brought good effects on students' organization of writing a recount text.

The time management which was not effective applied in Cycle 1 has been improved in this Cycle. The meetings for Cycle 2 took only three meetings.

C. Research Findings

In this part, the findings are categorized into two: qualitative and quantitative data. The qualitative data performs the general findings of the research on each cycle, whereas the quantitative data shows the students' results on their tasks. The next parts are the findings found by the researcher of the use of mind mapping.

1. Cycle 1

- a. In terms of content aspect, some students wrote short supporting sentences and did not know the purpose of recount texts.
- b. In terms of organization aspect, some students were able to identify the generic structure of recount texts, but the others were not able to organize their paragraphs.
- c. In terms of vocabulary aspect, students' vocabulary mastery nearly improved. Some of them could use appropriate words when they wrote sentences. Whereas few of them still had difficulties in finding appropriate vocabulary.
- d. In terms of language use, some students could change the verb forms either in the form of regular or irregular forms, though the others still found difficulties in writing sentences using the simple past tense.
- e. In terms of mechanic, some students' spelling errors could be reduced. However, some of them did not pay attention to the punctuation and capitalization.

2. Cycle 2

- a. In terms of content aspect, all students could develop paragraph well and they had greater knowledge of the purpose recount texts.
- b. In terms of organization aspect, all students could identify generic structure of recount texts and organize their paragraphs well.
- c. In terms of vocabulary aspect, students' vocabulary increase. Almost all of them could write the appropriate words when they made sentences.

- d. In terms of language use, all students were able to use appropriate tenses either regular or irregular forms. They no longer found difficulties in writing sentences using the simple past tenses.
- e. In terms of mechanic, all students could use the appropriate words in spelling and they could correct punctuation and capitalization as they wrote sentences. There was no great amount on students' mistake in terms of mechanic aspect.

There were also some other findings found by the researcher and the collaborator during the research. The additional findings are explained as follows.

- a. The use of mind mapping made the students' motivation improved because they were more confident to respond the teacher's explanation and questions.
- b. The use of mind mapping also increased the classroom interaction. It can be compared when the researcher presented the materials, they looked uninteresting at first. However, when a friend of them displayed his/her idea in front of the classroom, the students became more interactive.
- c. It helped the teacher improve her teaching technique in order to make the students become interested in writing activities. The students have been uninterested in some activities in writing because the teacher has never used the appropriate learning media in her teaching. Thus, by integrating a learning media into the teaching technique, it was expected that the students' writing ability would improve.

- d. It helped the teaching and learning of writing becomes effective because it saves time. Thus, the time would be managed well.

3. Summaries of Cycle 1 and 2

The results of this action research that is conducted from the pre-condition to cycle 2 can be summarized in the following table.

Table 11: **The Research Results**

Aspect of Writing	Preliminary Observation	Cycle I	Cycle II
Content	Most students were lack of ideas and did not understand the purpose of recount texts.	Some students wrote short supporting sentences and did not know the purpose of recount texts.	All students could develop paragraph well and they had greater knowledge of the purpose recount texts.
Organization	Most students could not identify and organize the paragraph of a recount text whether it was orientation, events or reorientation.	Some students were able to identify the generic structure of recount texts, but the others were not able to organize their paragraphs.	Almost students could identify generic structure of recount texts and organize their paragraphs well.
Vocabulary	Most of the students' vocabulary mastery was still low. Sometimes they had difficulties to use appropriate vocabulary.	Students' vocabulary mastery increase. Some of them could use appropriate words when they wrote sentences.	Students' vocabulary increase. Almost all of them could write the appropriate words when they made sentences.
Language Use	Most students' writings were dominated by tenses errors.	Some students could change the verb forms either in the form of regular	Almost students were able to use appropriate tenses either regular or

		or irregular forms.	irregular.
Mechanic	Most students did not pay attention to spelling errors. Few of them made mistakes in punctuation and capitalization.	Some students' spelling errors could be reduced. Some of them did not pay attention to the punctuation and capitalization.	All students could use the appropriate words in spelling and they could correct punctuation and capitalization as they wrote sentences.

4. Students' Score

In this part, the researcher presents the students' writing score: 1st task Cycle 1 and 2nd task in Cycle 2.

Table 12: Students' Mean Score in the Content Aspect

Aspect	Cycle 1	Cycle 2	Gain
Content	1.84	4	2.16

Table 12 above shows the students' mean score in terms of content aspect. On each cycle, the students' mean score increased as shown Cycle I and Cycle II. In Cycle I the mean score of the content aspect is 1.84 and the mean score in Cycle II is 4. The gain score attained from Cycle I to Cycle II is 2.16.

Table 13: Students' Mean Score in the Organization Aspect

Aspect	Cycle 1	Cycle 2	Gain
Organization	1.57	3.9	2.33

Table 13 above shows the students' mean score in the organization aspect. The students' mean score was increased by 2.33. The gain was obtained from

students' mean score in Cycle I which is 1.57 and students' mean score in Cycle II which is 3.9.

Table 14: Students' Mean Score in the Vocabulary Aspect

Aspect	Cycle 1	Cycle 2	Gain
Vocabulary	1.6	3.8	2.2

Students' mean score in the table above indicates that there is an increase in the vocabulary aspect. The students' mean score in Cycle I is 1.6 while students' mean score in Cycle II is 3.8. The gain in both cycles is 2.2.

Table 15: Students' Mean Score in the Language Use Aspect

Aspect	Cycle 1	Cycle 2	Gain
Language Use	1.3	3.73	2.43

The students' mean score in table 15 presents the improvement in Cycle I and Cycle II. The students' mean score in Cycle I is 1.3 while the students' mean score in Cycle II is 3.73. There is an improvement of students' writing in terms of language use aspect with the gain 2.43.

Table 16: Students' Mean Score in the Mechanics Aspect

Aspect	Cycle 1	Cycle 2	Gain
Mechanics	1.89	4	2.11

The gain displays in table 16 improves with 2.11. This improvement were obtained from Cycle I in which the students' mean score in the mechanic aspect is 1.89 and the students' mean score in Cycle II is 4.

Table 17: **General Finding of Students' Score from Cycle I to Cycle 2**

Score	Cycle 1	Cycle 2	Gain
Mean Score	8.19643	19.4464	11.24997

The general finding of students' score obtained from Cycle I and Cycle II is presented by Table 17. The students' score in Cycle I is 8.19643, whereas their score in Cycle II is 19.4464. It can be seen that the gain score compared from Cycle I and Cycle II is 11.24997.

D. Interpretation of the Finding

The researcher provides the analysis of the finding accomplished in Cycle I and Cycle II. The purpose is to present the result of the process during the research whether the use of mind mapping improves the students writing skills or not. The preliminary observation had been done before the research was conducted. The observation was aimed to get early information of students' problem in writing recount texts. To overcome the problems found during the class observation, the researcher applied two cycles in this research.

It was revealed that the implementation of the actions which were done in two cycles brought the improvement on students' writing on recount text. The students performed better writing after they accomplished the activities using mind mapping. They also showed the improvement in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The gain scores for each writing aspect were obtained from Cycle 1 to Cycle 2. In content aspect, the gain scores reached 2.16; in organization aspect 2.33; in vocabulary aspect 2.2; in language use aspect 2.43; and in mechanics aspect 2.11. The value

of mean score of those five aspects of writing also increased from Cycle I and Cycle II. The results of the students score analysis showed that the mean score in Cycle I was 8.19643 and it reached until 19.3929 in Cycle II. The improvement in students' writing ability was also considered as the effects of the use mind mapping. The students got some benefits from the use of mind mapping software in writing activity. They included the improvement in writing performances, interaction and motivation.

Based on the explanation above, it can be concluded that the improvement of students' writing ability on recount texts in VIIIA class of SMP Muhammadiyah 8 Yogyakarta was achieved by the application of mind mapping software. The activities which were carried out through the application of software provided them a classroom interaction which directly helped them work better and faster than in traditional classroom. It also made them become interesting in writing activity. Besides, the knowledge of the students on recount texts is in line with their writing skills improvement in terms of content, organization, language use, vocabulary, and mechanics.