

**IMPROVING STUDENTS' WRITING SKILLS THROUGH MIND
MAPPING IN GRADE VIII AT SMPN 1 IMOGIRI IN THE ACADEMIC
YEAR OF 2014/2015**

A THESIS

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



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2016

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ACADEMIC YEAR OF 2014/2015**

A Thesis



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A Thesis

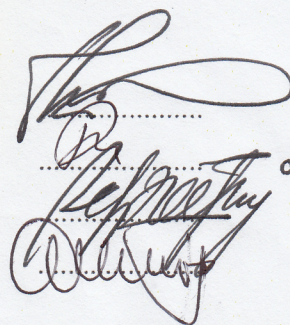
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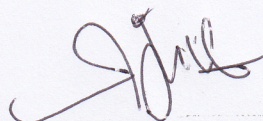
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

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Penulis,



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DEDICATIONS

This thesis is sincerely dedicated to:

my beloved parents and brother

who always show great patience, support, and love to me

and

my beloved uncle

who always gives his sincere love and support to me and my father.

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.” (QS Al-Baqarah: 286)

ACKNOWLEDGMENTS

All praise is to God who always loves and takes care of me, no matter what I have done, so in the end, I could finish this thesis and complete my study.

My sincere gratitude goes to my supervisors, Dr. Margana, M.Hum., M.A and Sudiyono, S.Pd, M.A, who have guided me during the process of this thesis writing. I thank them for the patience, guidance, advice and knowledge that help me a lot. I am also grateful to the big family of SMP N 1 Imogiri, especially Sri Mulyo Ekowati, S.Pd and the students of Class VIII A for their help and cooperation in the research I conducted.

My deepest love goes to my father, my mother, my uncle, and my brother who always support me –even without words-. I know that they all never stop praying for my success. I am also grateful for being a part of Great B class of English Education Department. Dwi, Defi, Angga, Bowo, Wulan, Ida, Wati, Ditta, Nina, Cha, Dewi, Khoiru, Agus, Ian, Denny, Vinda — Thanks for all of the memories that I have now. I also thank Rina Kusumawati for her help as the collaborator. I really owe her a lot.

Finally, I realize that this research is far from being perfect. Thus, positive criticisms and suggestion are always welcomed. I hope this thesis can help those who are going to conduct research in the similar topic and those who need references dealing with the topic in this thesis. Hopefully, this thesis gives a meaningful contribution to the academic field as well.

Yogyakarta, November 9th, 2015

Ajeng Latifah Fitrianti

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LIST OF ABBREVIATIONS

C	Collaborator
ET	English Teacher
R	Researcher
S1.....	Student 1
S2	Student 2

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ABSTRACT

The study aimed to improve the students' writing skills using mind mapping technique in Grade VIII A at SMP N 1 Imogiri in the academic year of 2014/2015. The study was action research involving 30 students of Grade VIII A at SMP N 1 Imogiri. The other participants were the English teacher and the researcher's colleague as the collaborator. The research procedure which was carried out in two cycles consisted of reconnaissance, planning, action and observation, and reflection. The data were qualitative and quantitative. The qualitative data were analyzed through assembling, coding, comparing the data, building interpretations, and reporting the outcome. On the other hand, the quantitative data were analyzed through descriptive analysis. The research findings showed that the students' writing ability improved, especially in the aspects of content and organization of the text. These results were supported by the mean score of the post-test (78.34), which was 6.71 higher than that of the pre-test (71.63). This achievement proves that using mind mapping technique in teaching and learning process of writing could improve the students' writing skills significantly.

Keywords: mind mapping technique, improvement, writing skills

CHAPTER I INTRODUCTION

A. Background of the Study

English is an international language which is widely used in many countries around the world. It is very important for students to learn English and to master English in all skills, i.e. listening, speaking, reading and writing. By learning English, students can gain a lot of information because nowadays, many books, journals, and articles are recorded in English. In addition, it helps students to be aware of their culture and others' culture. However, besides gaining information the students also need to share it or in other words to communicate. One of the ways to communicate is by writing. Therefore, writing is considered as an important skill to learn that teachers of English should teach writing equally and appropriately as they teach other skills. However, what happens seems to be different from what we expect. In reality, there are cases where the chances to practice English skills, especially writing skill, are barely adequate. There are some teachers who ignore writing since it is not included in the national examination, whereas writing is considered to be the difficult skill to learn.

There are some reasons why writing becomes the difficult skill to learn. Firstly, as stated by Harmer (2004), if spoken language can be naturally acquired because children (as learners) are exposed to it, the ability to write has to be consciously learned. While students learn writing, they need time and a teacher to teach them. Time is needed because writing involves a number of stages such as brainstorming, making notes, planning, writing a draft, editing, and proof-

reading (Spratt, Pulverness, and Williams, 2005). A more experienced teacher is needed because students need someone to help them in the process of writing and evaluate their writing. Secondly, writing involves some aspects that are needed to master before students can really write. Those include the mastery of spelling, grammar, punctuation, and capitalization. Thirdly, writing needs higher-order composing skill (Westwood, 2008). It involves the ability to sequence and to express the content of the writing.

The students of Grade VIII A at SMP N 1 Imogiri also considered writing as a difficult skill to learn. From the interviews and observation, the researcher found that the students had some problems related to content and text organization. When they had writing task, it took them long time to think. They wrote slowly and they found it difficult to find ideas to write. Moreover, they also did not know how to organized those ideas to make appropriate texts. As a result, they produced short and incoherent texts.

In accordance with the problems related to the writing ability of Class VIII A students of SMP N 1 Imogiri, the researcher felt that it was necessary to find a solution to solve those problems. Regarding those reasons, she decided to use mind-mapping technique. The researcher chose mind mapping technique because it was appropriate to solve the students' problem related to writing. With mind mapping, students were exposed to the process of writing, to the generic structure and to the language features of text types. Moreover, it helped them to list their ideas and helped them to arrange those ideas into logical order.

B. Identification of the Problem

From the researcher's observation in class VIII A of SMP N 1 Imogiri in the academic year of 2014/ 2015, the mastery of the four skills of English was actually already pretty good. However, regarding the writing skills, the observed class had some problems dealing with it. The first problems came from the students. Those included the students' knowledge about text types and about the process of writing. Then, the second one was related to the teaching and learning process.

The first problem was related to students' knowledge about text types. As stated by Anderson and Anderson (1997), the construction of information and the language features in a text depended on the purpose and the context of the text, which was later on referred as the text type. Students seemed to not have knowledge about this. Therefore, they were confused of the usage of grammar. They did not know which grammar they should use and often mixed up some grammars in one text type. For example, in recount text students also used present tense and future tense instead of just past tense. In addition, because of this problem, the students did not know what information they should put in a text and how they should construct the information. Thus, they produced incoherent and short texts.

In term of writing process, students' attitude toward writing brought another problem. They focused more on the product rather than the process of writing. It was true that students had a lot of ideas that they wanted to write. However, they did not apply the stages of writing. They did not organize their ideas or write a draft. They just wrote what they could write (which resulted in

not good- writings) and gave their writings to the teacher. Thus, they thought that writing was difficult and only talented students could produce good writing.

The second problem was related to the teaching and learning process. According to Feez and Joyce (1998), teacher should be explicit about what is expected from students to make the learning occurs more effectively. However in reality, the teacher did not give enough background knowledge about what the students were going to learn. Thus, they could not focus on what they should learn and could not understand the purpose of learning a particular material. Besides that, the teacher did not encourage students to apply the writing process nor introduced the complete writing process to the students. She asked the students to write and then she corrected some mistakes. Based on the teacher's feedback, the students were to edit their writing. The teacher considered asking the students to go through the writing process consumed too much time. Apparently, in order to help the students to be more creative and to develop what students want to say, teachers should encourage students to use the writing process (Spratt, Pulverness, and Williams, 2005).

The statements above showed that the writing ability of Class VIII A students of SMP N 1 Imogiri did not meet the expectation. Based on the problems found, it was necessary to find a solution which could be applied to the teaching and learning process of writing so that the writing ability of Class VIII A students of SMP N 1 Imogiri could be improved. In this thesis, therefore, the researcher conducted a research on improving students' writing skills by using mind mapping technique.

C. Limitation of the Problem

In this research, the researcher focused on improving students' writing skill with an interesting technique. The solution chosen was by using mind mapping.

Mind mapping technique involves hierarchy, pictures and colors. By using the technique, students are stimulated to explore their writing skills and creativity because they make the mind maps on their own. They were trained to apply the writing process and generated ideas. Moreover, the colors and the pictures will make the students enjoy the process of writing.

All the reasons are believed to make writing bring pleasure for the students. They are expected to enjoy writing which will bring positive effects to their writing skills. Thus, the researcher decided to use mind mapping technique in this study to improve the students' writing skills.

D. Formulation of the Problem

In this research, the problem was formulated as follows.

How could mind mapping technique be applied to improve the writing ability of Class VIII A students of SMP N 1 Imogiri in the academic year of 2014/ 2015.

E. Objective of the Study

The objective of this research was to improve the writing skill of class VIII A of SMP N 1 Imogiri through mind mapping.

F. Significance of the Study

This research was conducted to give a valuable contribution theoretically and practically. Theoretically, to the English Department of Yogyakarta State University, the researcher expects that the findings of this research study can be a

reference related to the topic of the use of mind-mapping to improve the students' writing ability. In addition, to the future researchers who want to discuss the topic of the use of mind-mapping to improve the students' writing ability, the findings of this study can be a beneficial reference.

Practically, this study is helpful both for the English teachers and the students. To the teachers, the findings of this research hopefully can be a source of information in applying a certain technique in solving the problems related to and improving the students' writing ability. Furthermore, to the subjects of this research, Class VIII A students of SMP N 1 Imogiri, this research is expected to help them to improve their writing ability. The researcher also hopes that the students keep on applying the technique after the research. Finally, to the researcher herself, this study is expected to give the experience in doing the research, in teaching writing and in improving the students' writing ability using the mind-mapping technique.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

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

A. Literature Review

1. The Definitions of Writing

Writing has been described by some experts in a series of way. Spratt, Pulverness, and Williams (2005) define that writing is one of productive skills. When people write, they produce language rather than receiving it. It involves communicating a message, making signs on a page, and someone to communicate it to (the readers). Furthermore, they need to know what messages they want to communicate and to whom they are writing. These things will influence what people write and how they write. In line with this, Harmer (2004) adds that writers should know who they are writing for. It helps the writers to decide what to say and how to say.

Brown (2001) states that long time ago, written language was simply seen as the graphic representation of spoken language, that writing and speaking was the same. The difference just lied in graphic instead of auditory signals. However, that statement was not true. Brown further explains that writing requires different set of competencies and is different from speaking. Writing needs a process, it is a result of thinking, drafting, and revising. This statement is supported by Harmer (2004).

Speech is so instant, speakers make quick decisions about what to say and modify it as they speak. Writing, however, is significantly different because the final product is not nearly so instant. Writers have a chance to plan and modify what finally appear as the final product, which is later referred as the writing process (p. 8).

According to those statements, nowadays in pedagogical area, the current emphasis on the process of writing must be seen in the perspective of a balance between process and product.

From the definitions above, it can be concluded that writing is one of the productive skills. It is a way to communicate messages through making signs on a page. That's why, in order to write writers have to know what message they really want to convey and to whom will the message be delivered. In addition, unlike speaking, writing requires steps that writers need to follow. Those steps include planning, drafting, and revising.

2. Microskills of Writing

Just like any other skills, writing also consists of some specific skills which are commonly called microskills and macroskills or subskills. These subskills are used to define the criterion of good writing. In other words, they are used as criterion to assess students' writing. According to Spratt, Pulverness, and Williams (2005) there are several sub-skills for writing. The first one is related to accuracy. "Accuracy is about using the correct forms of language such as spelling correctly, forming letters correctly, writing legibly, punctuating correctly, choosing the right vocabularies, using grammar correctly, joining sentences correctly, and using paragraph correctly". The second one is about communicating a message successfully to other people. To do this, writers need

to have enough ideas and then organize them well. After that, they also need to express the ideas in an appropriate style.

Brown also divides skills of writing into microskills and macroskills. The microskills are appropriate for imitative and intensive types of writing task, while the macroskills are important for the successful mastery of extensive and responsive writing. These are the microskills and macroskills of writing according to Brown (2004, p. 221)

Microskills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical system (e.g. tense, agreement, and pluralization, patterns, and rules).
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

Macroskills

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written text according to form and purpose
- c) Convey links and connections between events and communicate such relations as main idea, new information, given information, generalization, and exemplification
- d) Distinguish between literal and implied meanings when writing.
- e) Correctly convey cultural specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the sub-skills and microskills mentioned above, it can be concluded that in writing there are two general subskills. The first one is about accuracy and the second one is about communicating messages successfully. Students need to master these general subskills if they want to produce the better writing.

3. Basic Types of Writing

There are a large number of written productions. Brown (2004) divides those written productions into four categories of written performance. The categories are arranged from the most basic writing skill to the most complex one. Each category is explained below.

The first type is imitative writing. At the beginning level of learning to write, students must attain skills in the basic tasks of writing. Those tasks include writing letters, words, punctuation and very brief sentences. In this level, students are expected to be able to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. The primary focus of this stage is form, while context and meaning are of secondary concern. The tasks for imitative writing can be copying words, choosing words with the right spelling, and dictation.

The second type is intensive or often called as controlled writing. It includes the skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Most assessment tasks for intensive writing are rather strictly controlled by the test designer/ the teacher. Thus, this type of writing does not allow students to use their creativity. A common form of controlled writing is written grammar exercise. Students are given a paragraph with a certain tense and then, they are to alter the tense. For example, students may be asked to change all present tense verbs into past tense. The other task forms for this writing task are ordering jumbled words into good sentences and describing a

picture with a brief sentence. Meaning and context are quite important in determining correctness and appropriateness, but most tasks focus more on form.

The third type is responsive writing. In responsive writing tasks, students are to perform at a limited discourse level, connecting sentences into a paragraph and creating logically connected sequence of two or three paragraphs. The tasks are called responsive writing because students respond to pedagogical directives, list of criteria, outlines, and other guidelines. Under specific condition, students begin to use their creativity to express their ideas in different forms. Besides focusing on discourse convention, this type of writing also focuses on form at the discourse level, with a strong emphasis on context and meaning. Forms of tasks that belong to responsive writing are paraphrasing, developing topic within a paragraph, summarizing lectures, and interpreting graphic or tabular data.

The last type is extensive writing. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report or even thesis. The focus of extensive writing tasks are achieving the purpose of writing, organizing and developing ideas logically, using details to support or illustrate ideas, and in many cases, engaging in the process of multiple drafts to achieve a final product. Unlike in imitative and controlled writing, the focus of grammatical form is limited in this type of task.

4. The Writing Process

It is true that how well a student's final product measured up against a list of criteria is still the concern of teachers. However, nowadays teachers can see the advantage of putting the students as the creator of language, allowing them to

focus on content and message, and putting students' individual intrinsic motives at the center of learning. Thus, what is now termed the process approach to writing instruction keeps on developing.

According to Harmer (2004), the process of writing is the stages a writer goes through in order to produce final written forms. The process may be affected by the content of the writing, the type of the writing, and the medium it is written in. Nation (2009) states that writing process help students to understand the different aspects of writing. In line with this, Shih in Brown (2001, p. 335-336) explains that process approach offers some advantages that are explained below.

- a) Focusing on the process of writing that leads to the final written products.
- b) Helping the students to understand their own composing process.
- c) Help them to build repertoires of strategies for prewriting, drafting and rewriting.
- d) Giving students time to write and rewrite.
- e) Placing central importance on the process of revision.
- f) Letting students discover what they want to say as they write.
- g) Giving students feedback throughout the composing process as they attempt to bring their expression closer and closer to intention.
- h) Encouraging feedback from both the instructor and peers.
- i) Including individual conferences between teacher and student during the process of composition.

The writing process itself is divided into some stages. Spratt, Williams, and Pulverness (2005) suggest the stages of the writing process as follows.

- a) brainstorming
- b) making notes
- c) planning
- d) writing a draft
- e) editing
- f) producing another draft
- g) proof reading

On the other hand, Nation (2009) explains the stages of writing process in different terms. The first processes are considering the goals of the writers and having model of the reader. Once the writers/ students know why they write and to whom they write, it will be easier for them to suit the information with the way of expressing it. The second process is gathering ideas. This process can be done by simply encourage students' sense to explore a topic or by answering questions of **who, why, where, when, and how**. The third process is organizing ideas. Sometimes, when some students are to write with a given topic, the ideas included do not differ greatly from one to another, but the way the ideas are organized can add uniqueness to the piece of writing. To organize the ideas, students can rank the ideas according to a useful criterion or to classify the ideas into group. The fourth process is turning ideas into written text and followed by reviewing the text. Looking back over what has been written is important because students can check what ideas have already been included, can keep the coherence and flow of the writing, can stimulate further ideas, and can look for errors. To make reviewing easier, students can refer to checklist containing points to look for in their writing. The last process is editing. It involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. The processes mentioned above do not necessarily occur in a certain order. Some writers/ students might like to periodically reviewing what they write, editing it, and then proceeding with the writing.

Harmer (2004) also has his own notion about the process of writing. The process is represented in the 'process wheel' below.

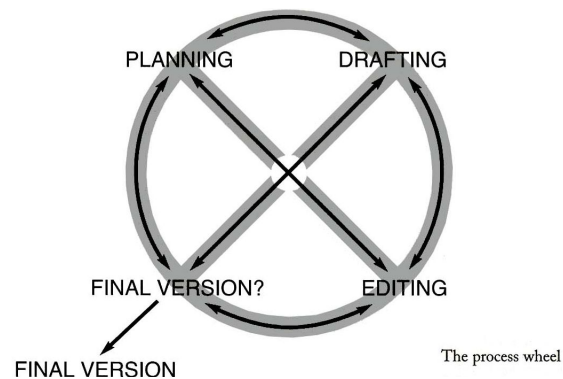


Figure 1. The representation of the process wheel (Harmer, 2004)

This process of wheel supports Nation's statement about the order of writing process. If writers have not been satisfied with their final writing, they can continue to re-plan, re-draft, and re-edit. Later on, Harmer explains the writing process as follows.

a) Planning

In this stage, students need to decide what they are going to write. There are three main issues to consider. The first one is the purpose of their writing. The language they use, the information they choose and the type of the text will be based on the purpose of the writing. The second one is about the audience. The type of the audience will affect the shape of the writing and the choice of the language, for example, it is formal or informal tone. The third one is related to content structure. It includes how to sequence the facts and decide which arguments and ideas they want to write.

b) Drafting

The first writing can be called as a draft. Students can make a lot of drafts as the writing process proceeds into editing. Making drafts help

students to find out which writing style is the best and to decide which ideas and arguments they really want to include.

c) Editing

In editing, there are process of reflecting and revising. In reflecting, students can read their drafts and they might find mistakes in their writing, such as the information is not clear, the paragraph is not arranged well, and there are grammatical errors. Sometimes, other readers helped to do the reflection. They will give comment and suggestion in order to get the best revision.

d) Final Version

After students have made changes they consider to be necessary, they will come to the final version. The final version may be different from the first draft but is ready to be presented to the audience.

The writing process described above operates whether students are writing e-mails, texting their friends, writing diary, or providing compositions for their English teachers. How much attention students give to the different stages of the process will largely depend on the type of writing, the medium used, the content and the length of the piece, and who students are doing it for.

5. Teaching Writing in Junior High School

The process of teaching and learning in Junior High School is based on the curriculum 2013. Education Ministry has designed the curriculum so that it can develop students' communication skill in a certain literacy level.

Teaching English in junior high school has some purposes. The curriculum is specially designed to: (1) develop students' communicative

competence in written and spoken text to achieve the functional level of literacy, (2) gain students' awareness about the nature and important of English to further improve the nation's capability to compete in the world's global society, and, (3) develop the students' understanding about the relationship between language and culture.

Furthermore, based on the purpose of the curriculum above and junior high school students' cognitive level and language proficiency, The Education Ministry proposes the scope of the English subject in junior high schools as follows.

- a) Discourse competencies, which deals with the competencies of understanding and/or creating oral and/or written text which is applied by the four skills: listening, speaking, reading and writing.
- b) The competencies of understanding and creating various short functional and monolog text and essays in the form of procedure, descriptive, recount, narrative and report. The gradation of the materials appears in the use of the vocabulary, the grammar and the rhetorical steps.
- c) Supporting competencies such as linguistics competencies, sociocultural competencies, strategic competencies, and forming discourse competencies.

Related to this, the curriculum in SMP N 1 Imogiri is developed based on School-Based Curriculum (SBC). The Core of Competencies and Basic Competencies (KI & KD) is also derived from the Standard of Content which is released by The Education Ministry. By using the standard of competencies and basic competencies as reference, teachers are to design their materials which are

appropriate for students' current skill and need. The core competencies and basic competencies of writing in the first and second semester of the eighth grade students of junior high schools are shown below:

Table 1: Core Competencies and Basic Competencies of Writing for Grade VIII in the first semester

KOMPETENSI INTI	KOMPETENSI DASAR
1. <i>Menghargai dan menghayati ajaran agama yang dianutnya</i>	<i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</i>
2. <i>Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</i>	2.1. <i>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</i> 2.2. <i>Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</i> 2.3. <i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i>
3. <i>Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</i>	3.10 <i>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</i>
4. <i>Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</i>	4.12 <i>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i>

6. Teaching and Learning Cycle of Writing

The materials for English subject in junior high school are related to text types. Consequently, the language learning approach used requires an accompanying methodology which can enable students to develop the knowledge and skills to deal with spoken and written texts in social context. The most effective methodology for implementing a text-based syllabus is the genre based approach.

According to Feez and Joyce (1998), the approach gives some advantages. Firstly, genre based approach allows a student to collaborate with other students and the teacher. It is in line with assumptions that language learning is a social activity and the process of learning language is a series of scaffolded developmental steps. In order to learn language effectively and to grasp meaning of the language, students should learn language through social activity and with the scaffolding from the teacher. Secondly, the approach provides students with explicit knowledge about language. In the beginning of learning process, the teacher helps students to build their background knowledge. Thus, students can identify what is to be learned and what is to be assessed. Feez and Joyce (1998, p.28) further illustrate the teaching and learning cycle as follows:

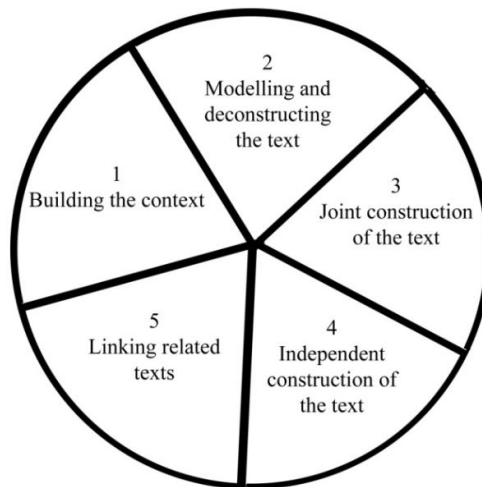


Figure 2: Stages of teaching/ learning cycle

Each of the five stages of teaching and learning cycle is associated with different activities because each stage is designed to achieve a different purpose. When a text-type and its context are being introduced for the first time, the teacher and students usually work through all the stages. However, if students are already familiar with the context or the students have already had background knowledge about what is going to learn, the cycle could begin from the modeling stage. It means, it is possible to enter the cycle at any point and also possible to return to earlier stages if students need revision or further practice. The purpose and focus of each stage are explained below.

a) Building the Context of the Field

The purpose of this stage is to introduce the context of an authentic model of text type being studied. In this stage, students together with the teacher are to explore the cultural context, the social purpose, the situation context, and the content of the text through discussions or survey. Students can be guided by pictures, video, realia, or questions. The activity helps students to understand how each element is linked to

each other. Thus, they will know how to use the text in real life. Furthermore, this stage also allows students to learn new register or relevant vocabularies they are going to use. For example, one function of descriptive text is to describe people. It means the teacher can ask students explore vocabularies related to people appearance and personality.

b) Modeling and Deconstructing the Text

Each text type has different structural pattern and language feature. Hence, in this phase, students are to investigate the structural pattern and language features of the text being studied. The structural pattern of the text deals with what information should be put in a text and how to organize the information. On the other hand, the language feature deals with the grammar and technical term (relevant vocabularies) used in a text. To explore all of those, the teacher can provide two or three examples of the text type being studied. Then, students together with the teacher are to compare those texts. The teacher can stimulate students by giving questions, for example, “In the first paragraph of text 1, what information can you find? What about in the first paragraph of text 2? Are there any similarities?” After going through this stage, students are expected to understand the relation between the context and the structure of the text to the meanings being made.

c) Joint Construction of the Text

After the students know about the structural pattern and the language features of the text, in this phase, they are trained to apply

those theories in a text. The tasks given start from the simple one, which most of them are about the language features of the text. The teacher usually gives, for example, controlled practice about vocabulary and grammar. Then, after students have mastered the language features, the teacher can give more complex activities that involve responsive writing task. The activities include connecting sentences into paragraph, arrange jumbled paragraphs, or develop main topic into sentences. Unlike the two stages before it, the teacher starts to reduce his/ her contribution to the text construction here. However, the teacher still has to make sure that their students really learn about the text construction because at the next stage, students are expected to work independently with the text. In addition, if students know that they have mastered the sub skills of writing, their anxiety about writing may decrease.

d) Independent Construction of the Text

In this fourth phase, students are to apply what they have learned from the previous activities. It means, in this stage the students are to produce a text. The teacher needs to encourage students to use the writing process. First of all, by using mind mapping technique, students are to brainstorm their ideas and then organize the ideas. Based on the mind map, students are to make their drafts and can consult their drafts to the teacher. After that, they can edit their drafts and make the final product. Finally, their writing performance is assessed and considered as their writing achievement.

e) Linking to Related Text

In this stage, students are to investigate how the text being studied can be related to other text in the same or similar context. For instance, the example for procedure text is not only recipe which is usually in written form, but also giving direction which is usually in spoken form. Students can compare the texts by exploring the language features and the structural pattern. Thus, students will know that a kind of text type can be used in varied field in different forms. Moreover, they will understand that apparently they produce so many texts in their daily life.

As mentioned before, genre-based approach allows the students to collaborate with the teacher. Therefore, the role of the teacher here is very important to achieve the goals of teaching and learning writing. Harmer (2001, p. 261-262) explains the role of the teacher as follows:

a) Motivator

Sometimes, some students find it difficult to find ideas to write although the teacher has given them a topic. Thus, it is important for the teacher to create the right condition for generating ideas. For example, the teacher can suggest lines to those who cannot think of anything. Once the students feel engaged with the task, the teacher can persuade them to make as much effort as possible for maximum benefit.

b) Resource

When students are writing, they have a lot of things to worry such as ideas to write, vocabulary, and grammar. Their worries may

decrease their confidence in writing a little bit. Hence, the teacher need to tell the students that she or he is available to look at students' work as it progresses and to offer advice and suggestion if it is necessary.

c) Feedback Provider

In giving feedback, the teacher needs to respond positively and encouragingly to the content of what the students have written. When giving correction, the teacher should be explicit about what and how much the students focus on based on students' need and tasks they have taken.

By the explanations mentioned above, it can be concluded that the teaching and learning writing in junior high schools are based on the School-Based Curriculum. Because the students learn about texts, the teaching and learning cycle should use the genre based approach. There are five familiar teaching and learning stages i.e. Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text and Linking to Related Text. The approach lets the students actively participate in the learning process with the help of the teacher to achieve the teaching and learning goals.

7. Mind Mapping Technique

a. Definition

Mind mapping has a variety of names. Mind mapping, concept map, semantic mapping, knowledge mapping, and graphic organizer refer to the same concept (Svantesson, 1989). It is a technique that was first popularized by Tony Buzan. It can be applied in every aspect of human life including writing. According to Buzan (1994) mind mapping technique is a method used to

organize and prioritize information with the help of keywords or images. Each keyword is a tool to unlock facts, ideas, information, and also to release the true potential of brain. Further, Buzan (2007) argues that mind mapping technique is the best way to make creative notes, get new ideas, and plan a project. Meanwhile, Sorenson (2010) comes with a different term, i.e. graphic organizer. Graphic organizer shows how ideas connect in the form of maps or drawings. It is helpful to generate ideas and begin to put people thoughts on papers.

b. The Characteristics of a Mind Map

A mind map is the visualization of mind mapping technique. Buzan (1994) explains that a mind map has four characteristics which include the following points.

- 1) The subject, the key image, or the keyword is put in the central image.
- 2) The main ideas of the keyword spread as its branches.
- 3) The branches, then, are developed to explain the main idea in brief words, brief sentence or simple image.
- 4) All of the branches form a connected nodal structure.

A mind map is usually enriched with color, picture, and codes. These will improve students' creativity and imagination. Below is an example of a mind map:

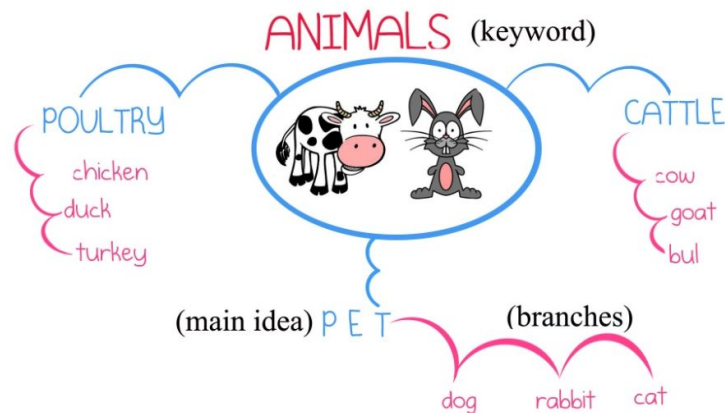


Figure 3: A mind map about animals. This mind map can help young English learners to learn about kinds of animal.

c. Basic Ordering Ideas

It is important to add structure in the mind map (Buzan, 1994). The first step is to decide the Basic Ordering Ideas (BOIs). BOIs are key concepts that can categorize ideas. They are the words that will activate the brain to think of the greatest number of associations. The BOIs is decided based on the objective of the mind map. For example, the term animal can be categorized in some ways. To help young English learners memorize kinds of animals, teachers can categorize animal in the way that is related to daily life, i.e. pet, poultry, and cattle. On the other hand, in biology class, animals can be classified based on the diet that they eat, i.e. carnivore, herbivore, and omnivore.

For writing, the BOIs aim to help students develop their ideas in a structured way. In case of writing for junior high school students, the BOIs can be based on the generic structure of texts. Teachers can give students a topic to write and they are to make mind map based on the text structure. For example, the generic structures of a recount text are title, orientation, series of events, and a concluding paragraph (Anderson and Anderson, 1997). Orientation lies in the

first paragraph and tells the background information about who, what, and when. Then, it is continued with series of events that tell the order of events in the order in which they happened. The last paragraph is called as the concluding paragraph. It tells the writer's feeling and pinion about the events or about the lesson that the writer learned from the events. Below is a mind map of a recount text with a topic of *my unforgettable holiday*.



Figure 4: Mind mapping technique as a prewriting strategy.

When creating a mind map for writing preparation, students can change the technical terms i.e. orientation, series of events, and concluding paragraph into words that they like or familiar with as long as the words does not change the meaning of the technical term. Technical terms may make students bored so changing it into the words they like will make the students feel engaged with the task. After students have the mind map, they can start to write a draft by using mind map as a framework.

d. The Steps of Creating a Mind Map

Mind map is quite easy to make. Making one only requires some preparation. Buzan (2007) explains the steps as follows.

- 1) Preparing a blank paper (it is better if the paper is plain) and using some color pens or markers to write the mind map.
- 2) Drawing an image or writing a word in the centre middle of the paper that describes the keyword.
- 3) Making lines that radiate from the central image and name it based on the Basic Ordering Ideas. These branches are the main ideas of the keyword.
- 4) Making other lines that spread from the main idea and adding explanations or supporting ideas about it. The supporting ideas should be written in points, phrases, or (if it is for writing) very brief sentences.
- 5) Using same color to present things that has same level. For example, all of the main ideas are written in blue color. It is useful to present the relationship of each idea.
- 6) Adding images that can be helpful to recall memories.

At first, students might find it awkward to put only brief sentences in the mind map. They still consider long sentences are better to recall memory and generate ideas. Whereas, writing long sentences is not the characteristic of mind mapping. To make a well-organized mind map, students need to practice making it. After practicing a lot, students will make a more structured mind map and might develop their own mind map style.

e. Advantages of Mind Mapping Technique for Writing

Writing does consume much time and is stressful for the students. However, if students use mind mapping technique, writing will not be so difficult anymore. Buzan (1994) states that the technique offers some advantages which are explained below.

- 1) Time used to make writing preparation is reduced because our mind is structured by the BOI.
- 2) It enhances concentration in the keyword that improves recall and creativity.
- 3) The clear organization encourages potentially endless flow of thought.

Mind mapping technique focuses on the writing preparation. Thus, asking students to use mind mapping technique will also expose them to the process of writing and encourage them to go through the process of writing.

B. Related Studies

The research findings about the use of mind-mapping technique in teaching writing may come from the researchers around the world. Riswanto and Pebri Prandika Putra (2012) showed in their research finding that there was a difference between the result of students' writing without mind mapping technique and students' writing with mind mapping technique. Not only improving students' writing performance, mind mapping technique also improved students' confidence and motivation in writing in English.

The second study was conducted by Wai-Ling (2004). It stated that the students produced better writing when they used mind mapping technique. Wai-Ling proposed that mind mapping technique improved students' ability in

understanding the topic clearly, developing a paragraph systematically, and choosing the appropriate and interesting ideas in their compositions. Moreover, after using the technique, the students started to realize the importance of going through the writing process.

The third study was administered by Al Naqbi (2011). She stated that after using mind mapping technique, the students wrote more organized writing. Further, she explained that mind-mapping were appropriate to help students in planning their writing because the approach encouraged students to reach for and adapted a deeper level of understanding the writing topics. In line with this, Sharrock (2008) who came with different term, i.e. graphic organizer, also showed a positive result in her research. When using graphic organizer, students showed more growth in writing.

From the four studies above, it can be concluded that the students' writing products will be better when they use mind mapping technique. Students' skills in developing and organizing ideas improve. Therefore, mind mapping technique plays a positive role to improve the students' writing ability.

C. Conceptual Framework

Writing is one of the productive skills which mainly functions to communicate with others or with the writer her/himself. In the pedagogical area, based on the standard of competencies and the basic competencies in the School-Based Curriculum, the junior high school students have to master the writing proficiency. However, based on the researcher's observation and interviews in Class VIII A of SMP N 9 Yogyakarta, the students' writing ability did not meet the expectation. They lacked in terms of content, and text organization. The

problem happened because they did not have deeper understanding about kind of texts and did not go through the process of writing.

Looking at the occurring problems in Class VIII A of SMP N 9 Yogyakarta related to the students' writing ability, the researcher is interested in using mind-mapping technique and applying process approach to improve the students' writing ability. Mind mapping technique offers some advantages. Firstly, it can be combined with other activities. Secondly, it can introduce students to the stages of writing, the generic structure and the language features of text types. Thirdly, it helps students to get deeper understanding in the topic and to generate ideas easily. Thus, the students are encouraged to apply writing process. As a result, they could produce the better result of writing.

Based on the explanation above, the researcher, therefore, decides to use mind mapping technique to solve the problems in improving the students' writing ability.

CHAPTER III RESEARCH METHOD

A. Research Design

The design of this research was action research. According to Burns (2010), action research has main aim to solve problems occurring in the teaching and learning process by carrying out an action. It is implemented to bring changes and improvement in the teaching and learning process. Nunan (1992) in McKay (2008) explains that action research is carried out by practitioners, is collaborative, and aim to change things. In line with this, Burns (1999) in McKay (2008, p. 29) expands the characteristics into the following features:

- 1) Action research is contextual because it identifies and investigates problems within a specific situation.
- 2) It is evaluative and reflective as it aims to change and improve the teaching and learning process.
- 3) It is participatory as it provides for collaborator to avoid bias.
- 4) The practice can be changed based on the information and data collected during the research.

To do the action research, the researcher needed to follow several steps. Kemmis and McTaggart in Burns (2010) state that action research involves four phases. Those are planning, action, observation, and reflection which were considered as a cycle of research. The first cycle was a continuing which recurs until the researcher is satisfied with the result of the research. In other words, the researcher terminated the cycle if there were change and improvement in the teaching and learning process. The following figure represents the cyclical model by Kemmis and McTaggart.

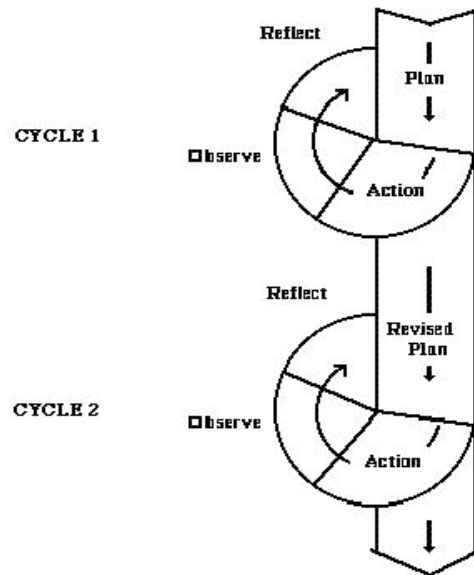


Figure 5: Cyclical AR Model Based on Kemmis and McTaggart in Burns (2010)

B. Research Setting

1. Time

The research was conducted for two months, from October 2014 to November 2014, including the reconnaissance and two cycles of action research (plan, action, observation and reflection) to implement the use of mind mapping technique in improving the students' writing skills. The time needed for the implementation was four meetings. The pre-test, progress test and the post-test were also conducted and for each test, it took one meeting.

2. Location

The research was done at SMP N 1 Imogiri. This junior high school is located in Imogiri, Bantul which is quite far from the town of Yogyakarta. This school has 18 classrooms (six classrooms for each grade), one teacher room and some other facilities, such as a small mosque, a library, parking areas for

students, teachers, and staffs, two science laboratories, a language laboratory, a computer laboratory, canteens, and a music laboratory.

Each classroom at SMP N 1 Imogiri is quite well-equipped with the whiteboard, attendance board, chairs, and tables.

3. Participants

The participants of the research comprised 30 students of VIII A of SMP N 1 Imogiri in the academic year of 2014/2015. There were 14 males and 16 females. Their motivation in writing, especially in English were quite low. They always thought that English was a difficult subject to deal with. The teaching-learning technique also affected the students' writing skills.

C. Data Collection

1. Types of data

The researcher collected two types of data. The first one is qualitative data in the form of interview transcripts and field notes. The other one is score that is obtained from students' writing tests.

2. Instruments

In this study, the researcher used some instruments. Those were interview guidelines, observation sheet and checklists, and tests which consisted of pre-test and post-test.

Interview guidelines were used during the reconnaissance stage, during implementation and after the implementation. In the reconnaissance stage, two interview guidelines were used for interviewing the teacher and the students. The interviews were to know the problems occurring during the teaching and learning process of writing. The next interviews were to know the students' responses and

problems during the implementation. After the implementation, an interview guideline was used to interview the students to know their feelings towards the use of mind mapping technique in writing

The observation sheet was used at the reconnaissance stage to collect any information related the problematical issues in the classroom. The observation checklists were used during the implementation to gather any data on the students' responses, interactions, motivation and behavior.

The tests were conducted to obtain the quantitative data. There were two tests administered: the pre-test and the post-test, each of which consisted of 1 item. The pre-test was conducted before the implementation to get result of the students' writing ability and their lack of. The post-test were administered after the implementation of action to know whether there was improvement or not in the students' writing skills through the use of mind mapping technique.

3. Data Collection Techniques

The data of this research were obtained by interviewing, observing, and testing. This study needed data such as the writing tests scores, the opinions, the obstacles, and expectations of the action implemented from the research participant. The classroom observation, the documentation of the implementation, the tests and the interviews were the sources of the data needed.

In the reconnaissance stage, the researcher used an interview guideline for the teacher to find the problems in English teaching and learning process. She also interviewed the students using another guideline to know their problems in the writing lesson. She conducted some other interviews during and after the implementation. The data collected from the interviews were presented in the

form of interview transcripts. The class observation was also done to strengthen the results of the interviews. The result of the observation was written in the form of field notes.

There was a pre-test conducted in the beginning of the research for the students. The scores of the test showed the students' writing skills. During the implementation, the collaborator observed what happened in the teaching and learning process. Those included what the researcher did, what reaction shown by the students, how the implementation ran, and the like. The collaborator filled the observation checklists in which they were written into field notes later. Through these actions, the researcher found the strengths and the weaknesses of the implementation. Then researcher interviewed the students and the collaborator about their responses toward the teaching and learning process.

The research was ended by administering a post-test at the end of Cycle II. The scores of this test were compared to the pre-test to find whether there was a significant improvement or not after the mind mapping technique implementation in the teaching and learning process of writing.

The last action done by the researcher in collecting data was interviewing the students and the English teacher. These interviews were useful to know their feeling and opinion towards the use of mind mapping technique in improving writing skills.

D. Techniques of Data Analysis

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 2010). In analyzing the data

of this research, the researcher used some steps that are proposed by Burns (1999). The steps are explained below.

1) Assembling the data

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

2) Coding the data

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

3) Comparing the data

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

4) Building meanings and interpretations

In this step, the researcher thought deeper about what could be seen from the data by doing reflection and interpretation. The researcher tried to answer the research questions, identifying connection and developing explanation about what the research meant at the broadest level.

5) Reporting the outcomes

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

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

E. Validity of the Data

Anderson et al. in Burns (1999) state there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Those are used to make sure that the research is trustworthy.

1) Democratic validity

Because action research is naturally collaborative, it means that democratic validity comes out as a dominant validity. This kind of validity is related to the extent to which the researcher is truly collaborative. To fulfill this validity, the research involved the students, the collaborator, and the English teacher by having interviews and discussion in finding and selecting problems then solving them together.

2) Outcome validity

This validity is related to the idea of action leading to outcomes that are successful within the research context. The outcome of the research was expected to be able to solve more than one problem in

teaching-learning process, for example related to what this research did, those were the writing skills and the media to improve them

3) Process validity

Process validity is related to the process of conducting the research. This study fulfilled this validity by observing the classroom activities, making field notes during each lesson, and interviewing the students and the English teacher.

4) Catalytic validity

It is related to the extent to which the researcher allows the participants and all of the parties to get deeper understanding of the materials and how they can create changes in their understanding of their actions.

5) Dialogic validity

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with critical friend or other participants. To fulfill this criterion, the researcher asked the collaborator to act as the observer who observed the teaching and learning process, reported the students' reaction, and gave feedback to what happened in the classroom.

F. Reliability of the Data

Besides the validity, the research needed something called reliability or trustworthiness to keep the consistency of the research. To obtain the trustworthiness, the data obtained were triangulated. The researcher used three triangulation proposed by Burns (1999). Those are time triangulation,

investigator triangulation, and theoretical triangulation. Each of them is explained below.

1) Time Triangulation

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

2) Investigator Triangulation

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

3) Theoretical Triangulation

This triangulation required the researcher to analyze the data from more than one perspective theory.

G. Research Procedure

The researcher conducted the study following a cycle consisting four broad phases in action research stated by Kemmis and McTaggart (1988) in Burns (2010). Those are plan, action, observation and reflection. The probability to conduct the second cycle was quite high, because the result of the first cycle might be not satisfying or different from what had been expected. The first cycle is presented as follows.

1. Cycle I

a) Reconnaissance

The researcher began the research by observing the teaching and learning process in the classroom, especially regarding the writing lesson in Grade VIII A at SMP N 1 Imogiri. After that, the results of the observation were taken into consideration to identify the problematical issues in the process of teaching and learning. To strengthen them, the researcher interviewed the English teacher and some students. The researcher also conducted a pre-test to know the students' ability in writing skills. After conducting those all, the researcher formulated the problems in the teaching and learning process. The last thing done in this stage was discussing the plan and the actions to overcome the problems together with the collaborator.

b) Plan

After formulating the problems occurring in the writing teaching and learning process in Grade VIII A at SMP N 1 Imogiri, the researcher made a plan to overcome the problems with the help of the collaborator. She prepared a course grid in which the materials were about writing a descriptive text. Then, the course grids were written into the lesson plans. As what had planned before, mind mapping technique were used in the teaching and learning process to improve the students' writing skills. The implementation in this cycle was planned to be done in three meetings.

c) Action

The researcher implemented mind mapping technique to improve the students' writing skills for four meetings because there was some improvisation during the lesson. However, the researcher still taught the students about writing descriptive texts based on the lesson plans prepared.

d) Observation

At this point, the researcher together with the collaborator observed the students and the teaching-learning process. The results of observation then were written in the form of field notes for each meeting. The data obtained from each meeting were analyzed as soon as possible after the implementation to be taken as the consideration for the next step.

e) Reflection

After the observation phase conducted, the researcher did the reflection, the evaluation, and the description related to the effect of the use of mind mapping technique in teaching-learning process. Those were done by the researcher and the collaborator to make conclusion whether the research had granted as successful or not. Then, they considered everything that happened during the implementation to determine whether the second cycle needed to be conducted or not.

2. Cycle II

Cycle II were conducted because after the implementation of cycle I, the researcher still found some problems. The purpose of this cycle was to get the

significant result of the implementation of mind mapping technique in writing lesson of Grade VIII A of SMP N 1 Imogiri. The steps are explained below.

a) Plan

The results of the first cycle were taken into consideration in deciding what should be done by the researcher in the mind mapping technique implementation to improve the students' writing skills in the second cycle. To overcome the problems occurring during the implementation in Cycle I, the researcher made different plans. The activities and texts were revised to make those appropriate with the condition in the classroom.

b) Action

The researcher implemented mind mapping technique in teaching-learning process of writing with better plans developed from the first cycle I. The implementation took two meetings.

c) Observation

The researcher and the collaborator conducted the observation of the mind mapping technique implementation in the writing lesson. As what had done before, the observation was to obtain data mentioned earlier.

d) Reflection

Cycle II was ended by the reflection in order to check the effectiveness of mind mapping technique to improve the students' writing skills. The results of writing achievement in this cycle were taken into consideration to determine the successfulness of the

research. If the writing achievement showed better results than the first cycle or before the research conducted, the media was considered successful in helping students in improving their writing skills. But if it was not, the media might be not suitable or effective for Grade VIII A students at SMP N 1 Imogiri to improve their writing skills. The researcher reflected some factors that might affect the research to be unsuccessful. The reflection in Cycle II noted the end of this research.

CHAPTER IV RESEARCH FINDINGS

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

A. Identification of the Problems

This research was started by gathering the information dealing with the teaching writing and learning of grade VIII A in SMP N 1 Imogiri. To gather the information, the researcher interviewed the English teacher and the students. She also observed the teaching and learning process and conducted a pre-test.

From the interview with the teacher, the researcher found some problems. Firstly, the teacher did not apply writing process to teach writing. She said that she had problem with time. If she had to monitor students' work from namely, planning, drafting, and revising, she would not have time for other materials. Therefore, she chose to ask the students to write right after she gave some exercises. Secondly, the teacher focused more on grammar rather than on the content and text organization. The exercises she gave to the students were still on the sentence level, for example, arranging jumbled words. She said, the students were still confused about grammar, whereas they needed it for final exam. Thirdly, students did not explore their creativity. If the teacher gave them homework about writing, some of the students

only copied the writing from the internet or copied from the textbook. The interview transcript below shows some problem.

.....	
R	: <i>Apa Ibu memperkenalkan mereka dengan process of writing?</i> (Do you apply the process of writing in teaching writing?)
ET	: <i>Kalau itu sih dulu pernah saya beri tahu. Tapi tidak saya laksanakan di kelas. Kalau harus dipantau dari awal nanti kelamaan, mbak, padahal materinya banyak.</i> (I told them once about it. However, I do not apply it in the teaching and learning process. If I have to monitor their writing process from the beginning, it will take so much time.)
R	: <i>Jadi kalau sekarang memang lebih focus ke grammar, ya?</i> (So, for now, you focus more on grammar?)
ET	: <i>Iya, mbak. Yes, I do (focus on grammar).</i>
.....	
Appendix B - IT.01/20/10/14	

The problems were also revealed from the interview with the students. During the interview, the students told the researcher that they did not like writing. They preferred to do other exercise such as reading and answering questions. They also said that for writing they did not get enough exercises related to the content and text organization. They were only asked to rearrange sentences and make sentences based on pictures (for descriptive text). After the students did the exercises, the teacher directly asked them to write. The teacher did not ask the students to make drafts, nor did she ask the students to make plan. Therefore, in students' mind, writing was a final product and they needed to finish it directly. Students also found writing difficult. They said that it was hard to find the ideas to write. Sometimes, even though they had so many ideas, they did not know how to arrange them in a good writing. As a result, they only produced short and unorganized texts. The interview transcript below shows the problems.

.....	
R	: <i>Okee. Kalau untuk menulis sendiri, menurut kalian susah nggak?</i> (Do you think writing is difficult?)
S2	: <i>Ya susah. Grammarsnya itu suka bingung. Kadang-kadang nggak tau mau nulis apa.</i> (It is just difficult. I am confused about the grammar. Sometimes I do not know what to write.)
S1	: <i>Kalau aku tuh susahnyanya nyari idenya. Nggak tau apa yang mau ditulis.</i> (For me, it is difficult to get the ideas. I do not know what to write.)
S2	: <i>Sama, mbak. Kadang-kadang aku punya ide banyak. Tapi pas mau nulis suka bingung nyusunnya gimana. Paling nanti jadinya cuma berapa kalimat.</i> (I have the same problems. Sometimes, it seems like I have a lot of ideas, but I don't know how to arrange it well. At last, I only write few sentences.)
Appendix B - IT.03/21/10/14	

During the pre-test the students were to make a descriptive text with “My Family” as the topic. Some of the students did not directly write when the researcher asked them to. They were talking to their friends. Although they had already known the topic, they were still confused of what they should write. From the students’ writings, the researcher found that some of the students only wrote few and choppy sentences and the content was unorganized. There were also mistakes in grammar, especially about verb agreement and fragment sentences. In addition, the vocabularies they used were not varied. The samples below show the problems.

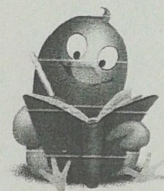
PRE-TEST

Grade : VIII

Subject : English

Skill/ Text : Writing/ Descriptive text

Name : Erdiansyah Maulana Ramadhan



Write a descriptive text about your family. It can be your mother, your father, or your sister.

Title?

This is my Brother. His name is Ferdi. He is twelve years old. He is ~~study~~ *studier* in the SD. 3 Imogiri. He like playing foot ball, bad minton, swimming and ride bicycle. He often fight with me, But, I very love ~~he~~ *him*. Because He ~~it~~ my family.

• Beware of Punctuation & Capital letter.

• Beware of to be and verb

(67) you can do better !! 11

Figure 6. The Students' Writing in the Pre-Test (1).


PRE-TEST

Grade : VIII

Subject : English

Skill/ Text : Writing/ Descriptive text

Name : Alda Adiatma



Write a descriptive text about your family. It can be your mother, your father, or your sister.

Title?

This is my ~~te~~ sister. His name is Inda Asriani. You can call her Inda. She is eightteen years old. She like drawing and sleep on the bed. She is kind, smart, and intelligent, ~~on~~ and beautiful. She has 2 eyes, 2 ear, and long hair.

(69) you can do better !! 11

Figure 7. The Students' Writing in the Pre-Test (2).

The interviews, the observation and the pre-test showed that there were some problems in teaching and learning process of writing in class VIII A. These problems were summarized and categorized into a table as follows.

Table 2. The Field Problems in VIII A Class SMP N 1 Imogiri

No	Categories	Problems
1.	The teacher's teaching style	a) Focusing on grammar. b) Not applying writing process in teaching writing.
2.	Students' discipline	c) Mostly talking to their friends. d) Not doing the tasks directly and in given time.
3.	Students' motivation	Not liking writing because they find it difficult.
4.	Students' writing habit	Copying friend's work or texts from books/school worksheets
5.	Students' writing skill	Having problems in: a) developing ideas, b) arranging ideas, c) using text organization, d) using varied vocabulary

B. The Selection of the Problems

After obtaining and categorizing some information about the problematic issues related to teaching and learning process of writing, the researcher determined some problems that might be feasible to solve. The urgency level and the feasibility were used as the main consideration. The problems should be solved include the following points.

- a) Students' skill in developing ideas
- b) Students' mastery of the organization of a descriptive text
- c) Students' mastery of vocabulary
- d) Students' motivation in learning writing

C. Determining the Action to Overcome the Problems

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

- a) Dealing with teaching writing, the researcher planned to introduce the steps of writing namely planning, drafting, editing (revising) and final version. Mind mapping technique would help students in planning stage and in developing ideas.
- b) To improve the students' mastery of text organization, the researcher planned to present some descriptive texts. The students, guided by the researcher, were to compare the texts and to find the generic structure together. After the students found the generic structure of the text, the students were to present the texts in the form of mind maps and they were to label each paragraph based on the generic structure. This action was done to prove that mind mapping technique was really useful to write and to show that there was guidance to write i.e. the generic structure. Not only that, mind mapping technique was also useful to help students in arranging their ideas in a more organized way. Thus, students would produce more coherence texts.
- c) To improve the students' mastery of vocabulary, the researcher would introduce some new words to the students using mind mapping technique. While students wrote using mind mapping, it was assumed that their ideas flow easily. Thus, it would trigger them to explore more vocabulary.
- d) Lastly, to improve students' motivation and to attract the students' attention, the researcher would also use mind mapping to teach writing. Mind mapping

technique was quite new for the students. The researcher expected it would trigger students' curiosity and motivation.

D. Report of Cycle 1

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

1. Planning

In the planning stage, the researcher made the lesson plan for three meetings which were rooted in the course grid. In this cycle, the researcher prepared handouts for the students and she would distribute it before the lesson started. In the first meeting, she planned to ask the students about their knowledge in writing. It included asking the difficulty they found in writing and how they produced a text. Next, she would explain mind mapping technique (what was mind mapping technique and why was it useful for writing). She would also explain the process of writing. After that, she started the lesson from Building Knowledge of the Field stage. Firstly, the researcher would explain that the students would learn to make descriptive texts. She would ask about what descriptive text was and what the function was to start a discussion. Then, after the students had background knowledge about descriptive texts, the students would do task 1. In task 1, the researcher would explain vocabularies related to physical appearance using a mind map. The researcher would draw a mind map on the board and wrote some key words such as face, hair, skin, and skin color. Then, she would ask the students to fill in the mind map together. Next, the students and the researcher were going to discuss the vocabularies together and the researcher would give some examples of

how to use it in sentences. Then, the students would do task 2, matching pictures of people's appearance with its right description. After discussing the answer, the researcher would explain more about vocabularies related to people's personalities. She also used a mind map to help the students built the vocabularies (task 3). Next, the students were to do task 4, filling in a crossword puzzle related to people's personality. After that, the students and the researcher would discuss the answer together. The actions above aimed to help students to improve their mastery of vocabulary.

Next, the researcher would move to Modeling and Deconstructing of the Text stage. The students were to do task 5 and task 6, reading descriptive texts entitled "My Father, My Best Friend" and "My Mother, My Inspiration". In this cycle, the texts were not so long and the content was not so dense. For this time, the researcher focused on teaching the students to describe people based on their appearance and their personality. Then, the students and researcher would discuss the content of the texts together. The researcher would give some questions related to the text and the students answer it orally to see if they understood the text or not. Next, the students would do task 7, comparing the content of those two texts in order to find the generic structure. The researcher would draw a table on the board to present the students' opinion about the content of the text. The researcher would ask for some volunteers to write their opinion on the board. After the table was complete, the researcher and the students discuss the answer together. They would also discuss the language feature of the texts by paying attention to the predicates used in the texts. These actions aimed to solve students' problem related to the mastery of organization of a

descriptive text. By understanding the function of the generic structure, the students were expected to produce organized texts.

Next, the students would do task 8, completing mind maps with phrase from the text. This task aimed to drill students with the characteristic and model of a mind map. While the students were completing the mind maps, the researcher drew an incomplete mind map on the board. After some minutes, she would ask for volunteer to complete the mind map. Then, the students and the researcher would discuss the answer together and the researcher would explain more about the characteristic of a mind map. Next, she would end the lesson for that day.

In the second meeting, the researcher planned to recall the students' knowledge on descriptive text. Next she would explain the language feature of descriptive text, i.e simple present tense. The researcher would give some examples of simple present tense then she would also ask the students to make more examples together to see if they had understood or not. After that, the students would do task 9, correcting the predicates in the text entitled "My Niece Syafaa". After all of the students were done with the exercise, the researcher and the students would discuss the answer together. Then, the students would do task 10, describing the appearance of five people in three simple sentences. While the students do the exercise, the researcher would move around the class to remind the students with the grammar and to help the students who find difficulties with the task. After that, the researcher would ask for volunteers to present their answer on the board. Next, the researcher and the students discussed the answer together. The actions above were to solve students' problem with grammar. Hopefully, after doing some exercises about grammar, their mistakes would decrease.

Then, the students would do task 11. They were to arrange jumbled paragraph into a good descriptive text. After all of the students were done with the exercise, the researcher and the students would discuss the answer together. This exercise aimed to help students to understand more about text organization. After that, in the third meeting the students were to do task 12 which would be the final task for cycle 1 and as the progress test for the students. In task 12, the students were to make a descriptive text about one of their family members. To assess the students' writing, the researcher was going to use writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).

During the research, observations would be conducted. Therefore, observation checklists were prepared. To get more information on the teaching and learning process, the researcher also designed some questions for the English teacher, collaborator, and the students. The questions dealt with their comment on the teaching and learning process. The researcher also prepared the handouts for the students.

2. Action and Observation

In implementing the actions, the researcher worked collaboratively with a collaborator. During the actions, she acted as the teacher while the collaborator sat at the back observing the teaching and learning process, taking notes and sometimes taking pictures of the class. The first cycle was conducted in four meetings. The more detailed explanation about the tasks had been written in the planning. Each meeting was described below.

a) First Meeting

The first meeting of cycle one was on Tuesday, 28 October 2014. The researcher entered the class and greeted the students. After a small talk, she checked the attendance. In that day, all students attended the class. Then, the researcher asked the students about their knowledge in writing. The students shared their opinion and complained that they found difficulties in writing, especially in organizing ideas. After that, the researcher explained the process of writing and mind mapping technique. She encouraged the students that writing would be easier if they used mind mapping technique. Then, the researcher distributed the handouts to the students.

The researcher started the lesson by asking the students about what descriptive text was and the use of it. Some students answered the questions and the researcher gave some explanation. The researcher explained that descriptive text could be used to describe people. Further, she explained that people could describe someone with his or her appearance and his or her personality. First, the researcher guided the students to do task 1, finding vocabularies about people's appearance using mind mapping. Then, the students did task 2, matching pictures of people with the right description. When the students had done with the task, the researcher and the students discussed the answer together.

The next activity was vocabulary building about people's personality. After the teacher guided the students to find vocabularies about it (task 3), the students did task 4, completing a crossword related to personality. Then, the students and the teacher discussed the answer together.

The vocabulary building activities took longer than expected. Some of the students did not do the exercise on time. After that the students were very active expressing their opinion and asked many things about the vocabularies. After done with the activity, the researcher asked whether there were any questions. Because there was no question, the researcher summarized the lesson and ended the class.

b) Second Meeting

The second meeting was on Thursday, 30 October 2014. The researcher greeted the students and asked about their condition. The attendance was checked and no one was absent. Then, the researcher recalled students' knowledge about the latest materials. Some of them could explain it well.

The first activity for the students was task 5, it belongs to Modeling and Deconstructing the Text stage. The students were given two descriptive texts entitled "My Father, My Best Friend" and "My Mother is My Inspiration". The students read the first text for about 5 minutes. Then, the teacher gave some questions related to the text. Most of the students participated to answer the question orally. Next, the students read the second text (task 6) and did the same activities. After that, the researcher guided the students to find the generic structure and the language feature of the text (task 7). The students read the texts again and paid attention to the content of each paragraph. The researcher drew a table on the board that would present the content of each text. After that, the teachers asked some students to complete the table with brief sentence from the texts. When the table was complete, the

researcher and the students compared the texts together and analyzed the predicates used in the texts. Finally, the students found the generic structure and the language feature of the text.

After finding the generic structure and the language feature of the text, the students did task 8, filling in the incomplete mind maps from the information in the texts. After some minutes, the researcher drew the mind map on the board and then asked for some volunteers to present their answer. Then, the researcher and the students discussed the answer together. Some students were still confused about how to make a mind map. They should have written phrase in the mind maps, but some of them wrote full sentences in the mind maps. After done with the activities, the researcher asked whether there were any questions. Because there was no question, the researcher summarized the lesson and ended the class.

c) Third Meeting

The third meeting was on Tuesday, 4 November 2014. The researcher greeted the students and checked the attendance list. Before starting the lesson, the researcher asked the students about the generic structure and language feature of descriptive text. Some students could answer it correctly.

After that, the researcher started to explain the language feature of the text. She explained the functions of simple present tense and gave some examples for it. Then, the students did task 9, correcting predicates in a text. When the students had done with the task, the researcher and the students discussed the answer together. Only some students were still confused about simple present tense. The researcher explained it again to them directly.

The next activity was task 10, describing people's appearance. The students did it quickly. After some minutes, the researcher asked for volunteers to write their description on the board. The researcher also asked some students who were not very active to present their description. The researcher and the students discussed the answer together. Then, she gave the students a chance to ask before moving to the next task. Since there were no questions, she moved to task 11. The students were to arrange jumbled paragraphs to make a good descriptive text entitled "My Strong Grandmother". After 10 minutes, the students and teacher discussed the answer together.

The lesson almost ended. The researcher explained the final task to the students, writing a descriptive text based on a mind map and a draft. The students were to do it in the next meeting. Next, she summarized the lesson and ended the lesson.

d) Fourth Meeting (Progress Test)

The fourth meeting was on Thursday, 6 November 2014. The researcher greeted the students and checked the attendance list. Then, she explained the final task. The first hour of the lesson was used to make mind maps and drafts and the next hour was for writing the texts. After that, the researcher distributed papers to the students and asked them to do the task.

The researcher moved around the class to see the students' works. She said that whoever finished with the mind maps could start to make drafts and to write the texts. After the students finished the task, the researcher

collected the students' writing and mind maps. Since the time was already up, she directly said good bye and ended the lesson.

3. Reflection

Based on the observation conducted during the implementation in cycle 1, the overall the teaching and learning of writing ran well. The researcher made evaluation for each meeting by interviewing some students and did discussion with the collaborator. The researcher and the collaborator discussed the problem they faced and found the solution for it. Then, they implemented their solution in the next meetings.

In the first meeting, the students were asked to explore vocabularies using mind mapping technique. By using mind mapping technique, the students could explore more vocabularies. They were very active expressing their opinion and shared what they knew. They also did exercises in the form of cross word and matching pictures. The activities were interesting enough for the students. When the researcher discussed the answer, most of the students participated to answer. It could be concluded that they had no more difficulties regarding vocabularies.

R : *Suka nggak sama mind mappingnya tadi dan latihan soalnya?* (**Did you like the mind mapping technique and the exercises?**)

S1: *Suka, mbak. Lebih gampang inget vocabularinya sama bisa dapet banyak ya vocabularinya.* (**Yes, I did. By using mind mapping, I could explore more vocabularies. It is easier to remember the vocabulary as well.**)

S2: *Iya, pakai mind mapping bisa dapet banyak vocabulary. Terus aku juga suka teka-teki silangnya. Asik.* (**Yes, I could explore more vocabularies. I also liked the exercises. It was fun.**)

Appendix B - IT.04/28/10/14

However, there was a problem regarding time management. The vocabulary building activities took longer time than expected. Some students did not use the

time given really well and only talked to their friends. When the researcher said that the time was up, they asked for more time.

C	: <i>Hmmm, tadi tu masalah waktu. Kan tadi pagi kamu bilang to kalau harusnya pertemuan pertama harusnya bisa sampai comparing texts?</i> (Hmmm, it was about time management. You said that this meeting should have been up to comparing text, didn't you?)
R	: <i>Iya, Rin. Gimana? Lha tadi anaknya molor e. Tak kasih waktu 10 menit malah jadi 20 menit.</i> (Yes, I did. What can I do? The students didn't do the exercises on time)
C	: <i>Kalau memang sudah dikasih waktu 10 menit, yang belum selesai tinggal aja. Ya paling nggak kamu kasih lagi tambahan 5 menitlah. Maksudnya gini, murid harusnya bisa memanfaatkan waktu yang dikasih. Kalau mereka belum selesai, itu konsekuensi. Tadi ada lho yang gak selesai karena Cuma ngobrol sama temen.</i> (If you give them ten minutes, it should be ten minutes. Leave the other students who haven't finished their exercises. Well, at least give another 5 minutes. What I am trying to say is the students should know how to manage the time given. If they haven't finished the exercise in the meantime, it is their consequences. Don't you see that there were some students who only talked to their friends?)
Appendix B - IT.07/28/10/14	

From the discussion with the collaborator, the researcher made up a decision. For the next meeting, the researcher would not wait until all of the students finished doing their exercises. She would only give 5 more extra minutes. Then, she would leave those who had not finished. It was their consequences for not using the time well. In addition, the researcher would pay more attention to the ones who were not so active in class. She would not only ask for volunteers but also would ask those who were not active to present their opinion before the class.

In the second meeting, the students were to find the generic structure and language feature of the text through discussion and comparison. The students were active joining the discussion and they understood more about the use of generic structure in writing. Some of them said that from that day if they wanted to write, they would use the generic structure as guidance. Before it, they only wrote without

guidance because they did not really understand the function of generic structure. It was one of reasons why they got confused to arrange their ideas in writing.

R	: <i>Kalian mudeng nggak sama text discussion tadi?</i> (Well, okay. Did you guys understand our text discussion?)
S2	: <i>Mudeng, mbak.</i> (Yes. I understood)
S1	: <i>Iya, mudeng. Menurutku sekarang aku jadi tau gunanya generic structure.</i> (So did I. Because of the discussion, now I understand the function of generic structure.)
R	: <i>Emang gunanya apa, dik?</i> (Well, what is the function of generic structre in your opinion?)
S1	: <i>Ya buat menuntun menulis mbak. Kan dulu kalau menulis asal menulis. Ho'ora Va ngaranmu?</i> (Mmmm, as a guidance to write.Before it, I just write what I want to write, low organization. Don't you think so, Va?)
S2	: <i>Iya, mbak. Dulu kalau nulis asal. Kalau sekarang isi paragraphnya manut generic structure.</i> (Yes, I agree with Arina. Before the discussion, I did not know how to write well. Now if I want to write, the content of the paragraph depends on the generic structure.)
Appendix B - IT.08/30/10/14	

Then, they were to fill in incomplete mind maps from the information in the texts. From this activity, the students understood more about the function of mind mapping technique for writing and how to make mind maps. However, some students had not understood the characteristics of mind mapping technique really well. In mind maps, the students should only write phrases or very simple sentences. Some of them wrote long and full sentences instead. Therefore, the researcher explained more about the characteristic of mind mapping technique. Besides those things explained above, the researcher and collaborator did not find any more significant problems.

R	: <i>Jadi ngerti kan kalau mind mapping technique memang bisa buat nulis?</i> (So, you understand that mind mapping technique IS useful for writing, don't you?)
S1	: <i>Iya mbak. Kayaknya sih kalau pakai mind mapping bisa lebih teratur.</i> (Yes, I do. I think I can make a more organized text with mind mapping technique.)
S2	: <i>Iya kayaknya lebih gampang. Aku selak pengen nyoba, mbak.</i> (Yes, I think

<p>it is easier to write with mind mapping technique. I cannot wait to try it.)</p>
--

<p>Appendix B - IT.09/30/10/14</p>

In the third meeting, the students learned about the language feature of descriptive text. They made sentences in the form of simple present tense together with the teacher. Most of the students understood the function of simple present tense and how to make it. When the researcher asked some students to make sentences on their own, they could make it quite well. Then, the students did task 9 (put the verb in the correct form). From the discussion of the exercise, some of the students were still confused about subject and verb agreement. Thus, the teacher explained more about simple present tense and gave other examples. Next, the students did task 10 (describe pictures of people's appearance). In this activity, the students were trained to write. The students were quite creative. They had different descriptions from their friends and some of them gave more description than it was asked in the exercise. Just like in the previous activity, some students were still confused about subject and verb agreement. In the next meeting, the researcher would give more attention to those students (who had not understood) and helped them in writing. The following interview transcripts show the problem that the students met.

S1	: <i>Ngerti sih, mbak. Cuma kadang kalau membuat kalimat sendiri masih bingung.</i> (Well, I understand the simple present tense, but I am still confused if I have to make a sentence on my own.)
R	: <i>Bingungnya kenapa? (Why?)</i>
S1	: <i>Ya kadang suka lupa aja. Verb-nya itu harusnya dikasih -s atau enggak.</i> (Well, sometimes I forget to put -s after the verb for singular subject.)
S2	: <i>Sama, mbak. Paling cuma bingung di situ aja. Tapi kalau secara keseluruhan udah ngerti, sih. Yo kadang luput nggak papa to mbak.</i> (I have the same problem. However, I do understand the use of simple present tense. Well, it's okay if I get it wrong sometimes, isn't it?)

<p>Appendix B - IT.10/04/11/14</p>

After that, the students did task 11. They were to arrange jumbled paragraphs to make an organized descriptive text entitled “My Strong Grandmother”. The students did it quickly. When the researcher and students discussed the answer, all of the students had the correct arrangement. They found no more difficulties with the text organization.

In the fourth meeting, the students made mind maps and wrote descriptive texts. When seeing the students’ mind maps, the researcher was surprised because the students made very different mind maps from the example. They did understand that they could use their creativity and to make their own style of mind maps. However, some of the students still wrote sentences rather than phrases in their mind maps. The following is the sample of the student’s mind mapping that shows the problem. Despite of the problem, the mind map is very neat and good.

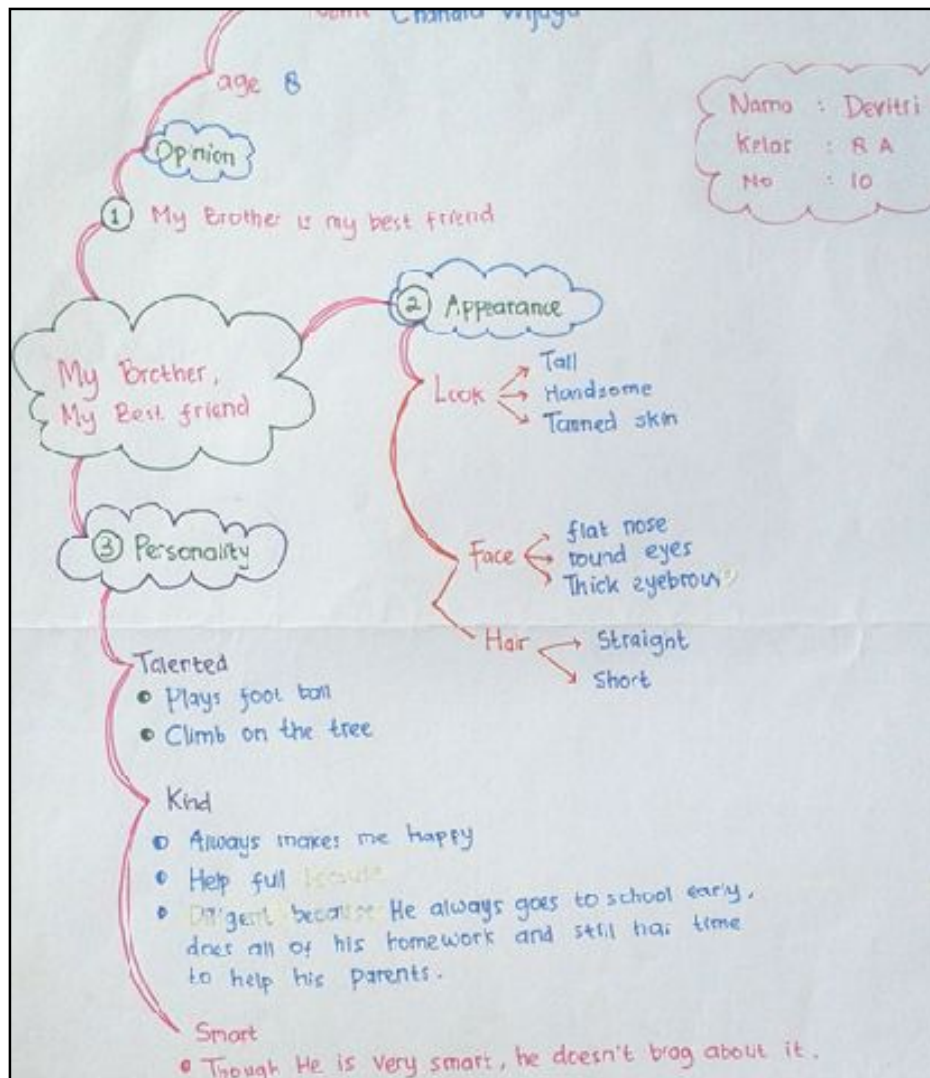


Figure 8. The Student's Mind Map in Cycle 1

Related to the writing itself, after the implementation of cycle 1 the students' motivation in writing improved. They were enthusiastic and wrote faster. The technique helped them and it solved the difficulties they faced. It was proven by the improvement of their writing skills. Firstly, their skill of developing ideas had got better. They produced longer texts than they did in the pre-test. The content of the texts was more various and detailed. Secondly, the students understood the organization of descriptive text quite well. Their ideas became more organized and

the content was more coherence although there were still some jumping ideas. However, it was not as bad as in the pre-test. Thirdly, the mastery of vocabularies had gone better. By using mind mapping technique, the students could explore more vocabularies. Thus, they used more various vocabularies in their final task of cycle 1. Here are some samples of the students' writing that shows their improvement.

Name : Sri Nurjanah

Write a descriptive text about your family. It can be your mother, your father, or your sister.

My Niece, Agila

I have a niece. Her name is Agila Latifatul Sholihah. She is 1 years old.

My niece is beautiful and chubby. She has round eyes and flat nose. She has a sweet smile. Her hair is short and brunette.

My niece is funny. She always poses in front of camera. Every time she hears music, she dances. She moves her hips and nods her head repeatedly.

My niece is also smart. She can hold pen and clap hands.

Agila is very energetic. Every day, she wakes up at 5 o'clock every morning then takes a bath. She always splashes the water and laughs loudly. She also runs around the house and plays with anything she finds.

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Figure 9. The Student's Descriptive Text in Cycle 1 (1)

Name : Cahya Ardika N(09)

Write a descriptive text about your family. It can be your mother, your father, or your sister.

My brother, My Spirit

I have one brother. ~~His~~ name is Najib Ardhi Pratama. He is 21 years old. He was born on January 7, 1993. He is ^a student in Universitas Negeri Yogyakarta. He is good looking. Her skin is brown because he often plays football and Swims. ~~His~~ ^{are} eyes ~~is~~ sharp. ~~His~~ hair is wavy. ~~His~~ body is muscular, strong and tall.

My brother is hard working. He keeps ^{ing} study hard every morning. He ~~have~~ ^{has} a dream, ~~his~~ ^{is} dream ~~want~~ to be Bintara TNI AD. He keeps training to be TNI AD. He he is very kind. He always help ~~ful~~ ^{ful} to me if I have any problems. He often ~~fighting~~ ^{fight} with me.

My Brother ^{is} my inspiration. I ~~am~~ very need ^{him} you.

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Figure 10. The students' Descriptive Text in Cycle 1 (2)

From the samples above, though there was some improvement there were still some problems needed to solve. First, some students were still confused about subject and verb agreement. Second, there were still some jumping ideas.

Regarding with the technique, the researcher interviewed some students about it. The students stated that they liked the technique and the technique was useful for them. Here are the excerpts of the interviews.

R	: Oke. Kalau menurut kalian mind mapping technique menarik nggak? (Do you think mind mapping technique is interesting?)
S2	: Menarik mbak. Aku suka. (Yes, it is. I like it)
R	: Kenapa? (Why?)

S2	: Soalnya bisa sambil nggambar-nggambar gitu. (Because I can draw while making it.)
R	: Kalau kamu, Da? (What about you?)
S1	: Iya sama. Aku suka soalnya bisa melatih kreatifitas. Nggak bosen rasanya. (I agree with Hanif. I can explore my creativity and I don't feel bored when writing.)
Appendix B - IT.11/06/11/14	

R	: Setelah memakai mind mapping technique, apakah kemampuan menulis kalian meningkat? (After using mind mapping technique, do you think your writing ability has improved?)
S2	: Kalau perasaanku sih meningkatya. Nggak tau kalau nanti dinilai gimana sih. (I personally think it has improved. But I don't know if it is scored.)
R	: Meningkatnya dalam hal apa dik? (In what matter it has improved?)
S2	: Yang jelas tuh dalam menuangkan ide sama pas nyusun ketulisan. (In generating ideas and arranging those ideas.)
P	: Isi text nya lebih teratur ya, dik? (Do you think the content of your writing is more organized now?)
S2	: Iya. Biasanya tuh mblenjah-mblenjah, mbak. Habis ngomongin ini terus tiba-tiba ngomongin itu. Kalau sekarang nggak begitu. (Yes I think so. I used to write randomly. After I talked about A I jumped to another idea. Now, it is nothing like that.
Appendix B - IT.11/06/11/14	

The results of the cycle one above were taken into consideration to prepare better plans to be applied in the Cycle II. The researcher and the collaborators agreed to conduct another cycle. Some aspects from Cycle I which had run well were improved, while the problems occurring had to be solved too in order to make the lesson went much better.

E. Report of Cycle II

From the reflection of cycle 1, the researcher found that the students still had some problems in, arranging ideas, mind mapping technique, and grammar. To solve problem related to arranging ideas and mind mapping technique, the researcher would give another example of mind maps and would explain again the characteristic of a mind map. She would also explain how to use it as a tool to

arrange ideas. Then, because the students' writing skill had improved in this cycle the researcher would give more difficult level of writing. The sample texts would be longer and the content would be denser. The researcher would not only teach students to describe people from their appearance and personality but also to describe people from their hobbies and daily activities.

1. Planning

In this stage, the researcher made the lesson plans for two meetings. In this cycle, the researcher prepared handouts for the students and she would distribute it before the lesson started. At the first meeting, she planned to recall the students' knowledge of descriptive text and mind mapping technique. She would give another example of a mind map and would ask the students to watch it carefully while the researcher was explaining the characteristic of a mind map. Besides that, she would give back the students' writings from the previous meeting and would discuss the common mistakes made by the students. Then, she was going to introduce the next topic, i.e. *My Best Friend*, and guided the students to explore vocabularies related to the topic (task1). There were some pictures of hobbies and the students were to label those pictures based on its name and then they were to add more vocabularies about hobby. The researcher chose theme *hobbies* for the vocabulary building because the students would use it in the writing.

Next, the students would do task 2, reading a sample text entitled *Rosa, My Best Friend*. The text was longer and the content was denser than those in the previous cycle. After that, the students and the teacher would discuss the content of the text together. She would explain that this time, they would not only describe people from their appearance and personality but also would describe their hobbies

and the activities they usually did. Next, the researcher would give oral questions about the text and the students were to answer it. After that, the students would do task 3, presenting the text *Rosa, My Best Friend* in the form of a mind map. The researcher made this task to drill the students about the characteristic of a mind map. The researcher would move around the class while the students were doing the task to check their work. Next, she would draw a mind maps on the board and ask some students to present their work. The researcher and the students would discuss it together.

After that, the researcher would recall the students' knowledge of simple present tense. She would give other examples and would ask those who did not understand to make some sentences on their own. Then, the students would do task 4. In task 4, there was a text entitled *Deny, the Captain of My Class*. The predicates in the text were not put in the correct form. The students were going to make the predicates agree with the subjects. After that, the researcher would discuss the answer together with the students. The actions above were to solve students' problem related to grammar.

In the second meeting, the students were to make mind maps and to write other descriptive texts. The first hour of the lesson were to make mind maps and drafts and the next hour were to write the descriptive texts.

The researcher prepared the observation checklists and some interview guidelines for the collaborator and the students dealing with their comments on the teaching and learning process. The researcher also prepared the handouts for the students.

2. Action and Observation

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

a) First Meeting

The first meeting of Cycle II was held on 11 November 2014. The researcher started the lesson by greeting the students, checking the students' attendance and leading a prayer. After that, she distributed the handouts for this cycle. Then, she recalled students' knowledge about descriptive text. The students answered correctly, they still remembered the function and the generic structure of descriptive text. Next, she gave another example of a mind map. She drew a simple mind map on the board while explaining the characteristic of a mind map. She reminded the students to only write phrase or very simple sentences in the mind maps. She asked the students if they already understood and the students said yes. Next, the researcher distributed the students' writing from the cycle 1. She gave general feedback to the students and discussed the common mistakes they made. She also gave the students a chance to ask. Some students asked about grammar and vocabularies related to personality.

Before doing the next activities, the researcher introduced the topic for that day. The topic was "My Best Friend". She explained that this time the students were to describe one of their best friends. Next, the students did task 1. The students explored vocabularies about hobby and most of the students participated actively. Then, the students did task 2. They read a text

entitled “Rosa, My Best Friend”. After some minutes, the researcher and the students discussed the content of the text together. The researcher also made some questions to make sure the students understood the text. The students could answer them quite well. Then, the researcher explained that there were some differences in this topic. For example, in this topic the students could add more information about their friends’ hobbies, favorite foods, and favorite movies. By explaining this, the researcher expected that the students would get more ideas. Next, the students did task 3. The students presented the text “Rosa, My Best Friend” in the form of a mind map. While the students doing the task, the researcher move around the class. From her observation, she could see that the students had understood the characteristic of a mind map. They did not write long sentences anymore. Then, the researcher drew a mind map on the board and asked some students to present their work. The researcher and the students then discussed it together.

After that, she recalled students’ knowledge about the language feature of the text. She gave more examples of simple present tense and asked those who had not understood to try making some examples in front of the class. Those students made some sentences and they were correct. The researcher and the students then discussed those sentences together. Next, the students did task 4. There was a text entitled “Denny, the Captain of My Class”. The predicates in the text were not put in the correct form. The students were to make the predicates agree with the subjects. After all of the students finished, she discussed the answer and asked if the students already understood or not.

Because there were only ten minutes left, the researcher summarized the lesson and asked the students if there were any questions. At last, she said thank you and ended the lesson.

b. Second Meeting (Post-Test)

The second meeting of cycle II was conducted on 13 November 2015. In this meeting, the students were asked to make mind maps and then to make descriptive texts from it. The text would be the post test for this research. She distributed the paper to draw and the paper to write the text. After all of the students got the papers, she asked them to start drawing the mind maps. She told them that by the first hour ended, they had to finish their mind map. The next hour was for making the drafts and writing the text.

The researcher walked around the class to check the students' works. She also told the students that whoever had finished their mind maps could start making the drafts and then writing the text. From the mind maps, the researcher could see that most of the students really used their creativity. They produced more varied sentences and they did not copy the sentences from the sample text. Moreover, most of them had more confidence in writing. They wrote faster. After the students finished their writings, she collected their writings. Then, she said thank you which also ended the lesson.

3. Reflection

Based on the observation conducted during the implementation in cycle 2, the overall the teaching and learning of writing ran well. In the first meeting, the students were to make a mind map from the text entitled "Rosa, My Best Friend".

From the class monitoring, the researcher felt quite satisfied because most of the students had understood the characteristic of mind maps better than before. They did not write long sentences anymore. Then, the students were to make examples of simple present tense. The researcher asked the students who were confused to try making some examples. When they made the examples in front of the class, they made it correctly. It means, they have no more problems related to grammar.

From the class monitoring in the post-test and the result of the post test, the researcher found some improvements. During the post-test, the students wrote faster than before. They got more confidence in writing. Moreover, the students' mistakes were decreased. The students were able to develop the text, to organize the text, to use the correct and appropriate words, and to use the correct tenses. They were able to produce better writings because of mind mapping technique. Mind mapping helped them to generate their ideas, to keep their ideas, to arrange sentences, to learn new vocabularies, and to develop their writings. It also helped them to understand texts. Here are some samples of the students' writing in post-test.

Name : Devitri Nurma Litasari

Write a descriptive text about your family. It can be your mother, your father, or your sister.

Shinta, My Best friend

I have a best friend. Her name is Shinta Eka Kartika. I call her Shinta. She was born on 30 October 2000. Shinta and I know each other since ~~we~~ were kids.

My friend is a beautiful girl. She has an oval face and tanned skin. Her body is slim and tall. Everyday, she wears Muslim outfit. Most of her clothes are bright and colorful. She is a fashionable girl.

Shinta has a lot of hobbies. Firstly, she likes reading story. Sometimes, we go to a book store and read ~~her story~~. Secondly, she likes cooking. When she makes food. She goes to my house to let me have a bite. Thirdly, she likes drawing, and swimming.

In my opinion, Shinta is a really great friend. She is always there whenever I need her. I hope our friendship will last forever.

(81)

Figure 11. The Student's Descriptive Text in Post-Test (1)

Before the implementation of the technique, Devitri's score was 74. After the implementation of the technique, her score was 81. From the content aspect, she got 24 points. From the organization aspect, she got 18 points. From the vocabulary aspect, she got 15 points. From the language use aspect she got 20 points and from material aspect, she got 4 points. There were significant improvement on content and organization aspect. Before the implementation, she only got 22 points from content aspect and 14 points from organization aspect.

Name : Evania Esmeralda Ikhuwan

Write a descriptive text about your family. It can be your mother, your father, or your sister.

Eneng, My Best Friend ^^

I have a best friend. Her name is Niken Ayu Pertiwi. I call her Eneng. She was born on 05 March 2000. She is 14 years old. Eneng was my class mate when I was in elementary school. Now, she studies in SMP 3 Pleret. She lives in Nogosari II, Wukirsari, Imogiri.

My friend is beautiful girl. She has sweet smile. She has quite dark skin. Her face is ~~around~~ round. Her body is slim and short. She has black and wavy hair. She looks feminine, because she likes wearing skirt and cute t-shirt.

She joins some organisations in her school. She likes collecting comics. Her hobbies are reading comics, travelling with her family and playing games. She is my funny friend. She ~~like~~ makes me laugh because her innocence and attitude. In my opinion, Eneng is my best friend, everybody will be happy around her. I hope our friendship will last forever. ^^

(84)

very good & well

Figure 12. The Student's Descriptive Text in Post-Test (2)

Before the implementation of the technique, Evania's score was 76. After the implementation of the technique, her score was 84. From the content aspect, she got 25 points. From the organization aspect, she got 18 points. From the vocabulary aspect, she got 17 points. From the language use aspect she got 20 points and from material aspect, she got 4 points.

From the interview with the students, they said that it was easier to write with a mind map. The use of mind mapping technique also made the teaching and learning process fun.

R	<i>: Jadi menurut kalian mind mapping technique itu gimana? (So, what do you guys think about mind mapping technique?)</i>
S1	<i>: Menyenangkan mbak. Aku suka karena nggambar dan berwarna. (It is fun.I like it because it is colorful and I can put pictures in it.)</i>
R	<i>: Apa mind mapping membantu kamu menulis? (Is it helpful for writing?)</i>
S1	<i>: Iya mbak. Setelah pakai mind mapping aku merasa lebih gampang dapet ide dan sekarang kalau nulis jadi lebih cepet. (Yes, it is. After I use mind mapping technique, I feel like I can get ideas easier and I can write faster.)</i>
S2	<i>: Aku juga suka mind mapping. Sekarang kalau nulis bisa panjang dan isinya lebih teratur. (I also like mind mapping technique. Now I can write longer text and the content is more organized)</i>
Appendix B - IT.12/13/11/14	

Mind mapping technique was a new thing for the students. The colors and pictures attracted their attention and interest. Because of those things, they got curious and were willing to learn more. Besides that, the colors and the pictures on mind maps motivated them to write. It also helped the students to be creative and to use their imagination in order to write better.

Most of the students had positive respond towards mind mapping. The interview with the students showed that they were happy to know mind mapping technique. They got new knowledge and new way to learn which lead them to like writing. It was a nice experience for them.

After conducting cycle II, there was improvement on the students' writing ability and the students' behavior. They got more enthusiastic to write and they were able to follow and to focus on the lesson well. The improvement on the students' writing ability was proven by the students' writings that got better. The interview showed that the students also felt the improvement by themselves. It is also supported by the writings scores. The students writing scores are presented in the appendix G.

F. General Findings

Through the actions implemented in Cycle I and II, the use of mind mapping technique was proved to bring positive results towards the students' writing skills, including their motivation to write. The results could be seen from the changes during the implementation. Those changes will be presented in Table 3 as follows.

Table 3. The Changes after the Implementation

No	Before the implementation of actions	Cycle 1	Cycle 2
1	The students did not apply the process of writing.	The students applied the process of writing.	The students applied the process of writing
2	The students did not have confidence in writing. They wrote slowly and sometimes just copied from text books.	The students had more confidence in writing. They started to explore their own ideas. Applying	The students had more confidence in writing and wrote faster.
3	Dealing with the content, the student only wrote few sentences and the writings were lack of ideas.	Some students had improvements dealing with the content. They produced longer texts.	Most of the students were able to produce longer texts with details and more ideas.
3	Dealing with text organization, the students' text were incoherent and contained many	Dealing with the organization, the students were able to produce more organized and cohesive	Dealing with the organization, most of the students were able to

	jumping ideas.	texts.	produce well-organized and cohesive text. The ideas were clearly stated and supported.
4	Dealing with the vocabulary, the students did not write varied vocabularies.	The students had more varied vocabularies in their writing.	The students had more varied vocabularies in their writing.

The results of the implementation not only could be seen from the changes behavior presented in Table 3 but also from the students' score. The discussion deals with the mean of the students' score related to the five aspects of writing i.e. content, organization, vocabulary, language use, and materials. Those scoring were based on the writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116). The table is presented in the lesson plan (appendix D). The following tables present the mean score in the five aspects.

a) The Students' Mean Score in Content Aspect

Table 4: The Students' Mean Score in the Content Aspect from Pre-Test, Progress Test, and Post-Test

Component	Pre -Test	Progress Test	Post-Test	Gain Score
Content	20.43	21.97	23.26	2. 83

The maximum score for this aspect is 30. The students' mean score in content aspect increased after the actions during the implementation of mind mapping. The students gain score is 2. 83. It is obtained by comparing the mean score in pre-test and post-test.

b) The Students' Mean Score in Organization Aspect

Table 5: The Students' Mean Score in the Organization Aspect from Pre-Test, Progress Test, and Post-Test

Component	Pre -Test	Progress Test	Post-Test	Gain Score
Organization	14.30	15.73	16.50	2. 20.

The table above shows the mean score of the organization aspect achieved by the students. The maximum score for this aspect is 20. In pre-test, the mean score is 14. 30 and in post-test the mean score is 16. 50. Therefore, the gain score is 2. 20.

c) The Students' Mean Score in Vocabulary Aspect

Table 6. The Students' Mean Score in the Vocabulary Aspect from Pre-Test, Progress Test, and Post-Test

Component	Pre-Test	Progress Test	Post-Test	Gain Score
Vocabulary	14.30	14.70	15.40	1. 10

The maximum score for vocabulary aspect is 20. In this aspect, the students also make some improvements. In pre-test, the mean score is 14.30. After doing the actions in cycle 1, the mean score increased into 14.70. It continues increasing in post-test in which the mean score is 15.40. The gain score obtained is 1. 10.

d) The Students' Mean Score in Language Use Aspect

Table 7. The Students' Mean Score in the Language Use Aspect from Pre-Test, Progress Test, and Post-Test

Component	Pre-Test	Progress Test	Post-Test	Gain Score
Language Use	18.80	18.53	19.26	0.73

The maximum score for language use aspect is 25. The result of the mean score in this aspect decreased by 0.27 at the first cycle. In the pre- test,

the students only write for about 7 to 10 sentences in their texts. Therefore, there were only a few mistakes in the language use aspect. In cycle I, the students started to produce longer texts. They focused more on the content rather than the language use; therefore they made some mistakes dealing with grammar. However, after cycle II, the students' score in language aspect increased. The gain score is 0.73

e) The Students' Mean Score in Mechanics Aspect

Table 8. The Students' Mean Score in the Mechanics Aspect from Pre-Test, Progress Test, and Post-Test

Component	Pre -Test	Progress-Test	Post-Test	Gain Score
Materials	3.80	3.93	4.00	0.20

The table above presents the mean score in mechanics aspect. The maximum score for this aspect is 5. The mean score in pre-test is 3.80 and the mean score in post-test is 4.00. The gain score is 0.20. It shows that an improvement was able to be achieved in the mechanics aspect.

In reference to the discussion above, the students' writing ability improved in five aspects of writing which are content, organization, vocabulary, language use and materials. Here, the researcher also presents the general findings of the students' scores in five aspects of writing from pre-test, cycle I, and post-test as follows.

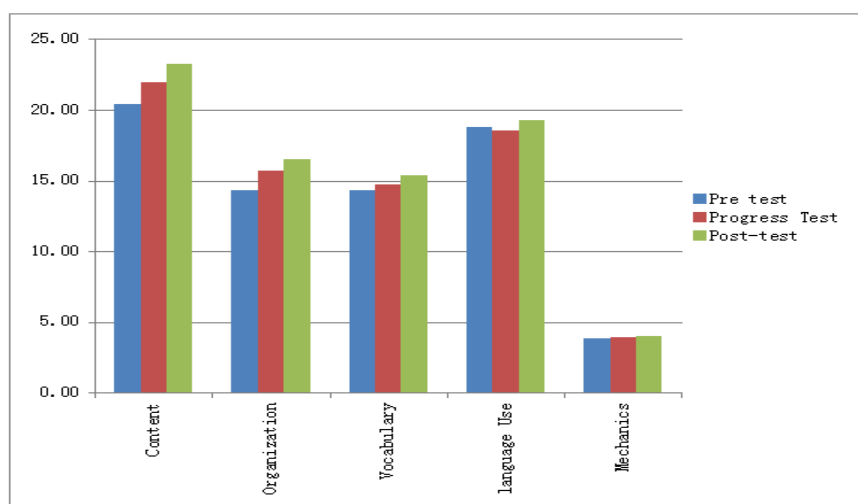


Figure 13. Students' Score Improvement from Pre-Test, Progress Test, and Post-Test

a) General Findings of the Students' Score

Table 9. The Students' Mean Score and the Standard Deviations in all Aspects from Pre-Test, Progress Test, and Post-Test

	Pre-Test	Progress-Test	Post-Test	Gain Score
-				
Mean Score	71.63	74.87	78.34	6.71
Standard Dev	3.65	3.30	3.48	-

The scores are obtained from the accumulation of the students' scores in all five aspects of writing in pre-test, cycle I and post-test. In the pre-test, the mean score is 71.63. It increases into 74.87 in cycle I. It keeps increasing in post-test in which the mean score is 78.34. The gain score from pre-test to post test is 6.71. Moreover, it was found that the standard deviation of the students' score in pre-test was 3,65, while those of their scores in progress test was 3,30. The standard deviation in the post-test was 3,48. Thus it can be concluded that the result in progress test is the most homogenous one.

G. Discussion

At the beginning of the research, the researcher conducted an observation, interviews with the English teacher and the students, and pre-test to discover the problems that occurred during the teaching and learning of writing and then to determine the problems to solve. The problems selected were, the students' skills in developing ideas, the students' mastery of the organization of descriptive text, and the students' mastery of grammar and vocabulary. To solve those problems, the researcher and the collaborator prepared some plans which were implemented in two cycles.

The first cycle showed that there were some improvements on the students' behavior and writing ability. The students started to consider that writing was not so difficult because they used mind mapping technique. The students were able to write a text as required and the text was well-organized. Their vocabulary mastery also improved. They could use correct and appropriate words. They also used varied and new words. Some students were able to use correct grammar and to use pronouns in their writing. However, some other still had problems with simple present tense and did not really use their creativity in writing (some of the students just copied from the sample texts). Some of the students also did not understand the characteristic of a mind map quite well. They wrote too much sentences in their mind maps.

The second cycle showed that there were some improvements on the aspects that still lacked in the first cycle. In this cycle the students were able to write the text in a better way. The content of the texts became more detail and well- organized. This time, they really used their creativity. They did not copy the content from the

sample text anymore. They also became more confident in writing in English. They wrote faster than before and they did not have problems with generating ideas anymore. The students' mind maps also got better. They finally understood the characteristic of mind maps. Only some students made mistakes dealing with grammar and spelling.

From the explanation above, it can be concluded that the use of mind mapping technique can improve the writing ability of grade VIII students at SMP N 1 Imogiri.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research are based on the formulation of the problem and the objective of the study. Overall, this study has investigated how mind mapping technique could be implemented to improve the students' writing skills. In this subchapter, the researcher presents the answer to the questions in the content, the process, and the product.

Firstly, in order to make the teaching and learning process in the class run effectively, the researcher should design a good set of materials and create a well-organized lesson plan. To make it, the researcher conducted a classroom observation and interviews to find the problems in the teaching and learning process of writing and what students thought about writing. After that, she conducted a pre-test to find what the students lacked in writing. It was found that the teacher did not apply the process of writing in the teaching and learning process and the students had difficulties in developing and organizing ideas to write. These problems would determine the content to teach and the technique to be implemented to deliver the materials.

Secondly, the process of the action was based on the content that has been planned. This process had answered the research question because it emphasized the way mind mapping technique, involving various activities and tasks, was implemented in teaching writing descriptive texts. Because of the technique, there were some changes related to the students' writing skills and habit. Those changes are explained below.

- 1) The students' skill in developing ideas improved. Mind mapping technique involved hierarchy. It helped the students to get a clear organization on their ideas. Before using the technique, the students only wrote five to ten sentences in their text. After the use of mind mapping technique, they produced longer texts.
- 2) The students' mastery of text organization improved. Mind mapping technique exposed the students to text organization. The Basic Ordering Ideas in the mind map was based on the generic structure of the text. Before using mind mapping technique, there were a lot of jumping ideas in the students' text. After using the technique, their texts became more organized.
- 3) The students' mastery of vocabulary improved. The researcher also used mind mapping technique in the brainstorming vocabulary stage. The Basic Ordering Ideas and the clear organization helped students to recall more vocabularies and to remember them better. Before using mind mapping technique, it was hard for the students explore new vocabularies. Thus, the vocabularies in their texts were not varied. After using the technique, the students started to use more varied vocabularies in their texts.

Thirdly, the improvement in the students writing skills and writing habit can be seen in the result of their post-test. Compared to the mean scores of the five writing aspects (content, organization, language use, vocabulary, and mechanics) in the pre-test, the mean scores of these aspects in the post-test were higher. From their post-test, there were improvements in the mean score for the content by 2,83 points, the text organization by 2,20 points, the language use by 1,10 points, the vocabulary

by 0,73 points, and for mechanics by 0,20 points. So, the technique used in teaching writing could improve the quality of the students' writing products.

Overall, the implementation of mind mapping technique to teach writing facilitates the students to learn writing in an interesting way.

B. Implication

Based on the conclusions above, the implementation of the mind mapping technique is successful to improve the writing skills of grade VIII students of SMP N 1 Imogiri It implies that the English teachers are encouraged to use it when they teach writing.

C. Suggestions

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

1) For the English teachers

Teaching writing should focus on the process rather than focus on the product. It is better if teachers use a technique, mind mapping, to help students go through the writing process.

2) For the students

It is better for the students to continue using mind mapping technique and try it in other text types.

3) For other researchers

It is recommended that other researchers should conduct some research studies on the use of mind mapping to improve students' writing skills in different level of education and with different text types.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTE

No. : FN.01
 Hari/Tanggal : Senin, 20 Oktober 2014
 Tempat : Depan ruang guru SMP 1 Imogiri
 Kegiatan : Interview dan meminta izin untuk melakukan penelitian
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1	P datang ke sekolah pukul 08.45. P menunggu waktu istirahat untuk bertemu GBI di ruang guru SMP N 1 Imogiri.
2.	P bertemu dengan GBI pukul 09.00 dan mengutarakan maksud kedatangannya yaitu guna melakukan interview untuk mengumpulkan informasi terkait pembelajaran bahasa Inggris.
3.	P melakukan interview dengan GBI selama waktu istirahat. P menanyakan hal-hal terkait materi yang digunakan, kegiatan selama pelajaran menulis, serta maksud P untuk melakukan penelitian bertepatan meningkatkan kemampuan menulis siswa menggunakan <i>mind mapping</i> .
4.	P meminta izin untuk melakukan observasi pembelajaran di kelas keesokan harinya. GBI mengizinkan.
5.	P mohon pamit dan mengucapkan terimakasih.

No. : FN.02
 Hari, Tanggal : Selasa, 21 Oktober 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Observasi
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa-siswa

1.	P sampai di sekolah pukul 06.50 dan menuju kantor guru untuk bertemu dengan GBI. Saat bel masuk berbunyi, P dan GBI masuk ke ruang kelas. GBI memperkenalkan P kepada Ss. Lalu, P duduk di barisan belakang untuk mengobservasi proses pembelajaran.
2.	GBI mengawali pembelajaran dengan menyapa Ss kemudian mengecek kehadiran Ss. Kemudian salah satu siswa memimpin doa.
3.	GBI mereview pembelajaran pada pertemuan sebelumnya. Ss mengatakan bahwa semuanya sudah jelas.
4.	GBI kemudian meminta Ss untuk membuka halaman pada LKS yang mana dijadikan PR. Beberapa Ss belum selesai mengerjakan PR yang diberikan.
5.	GBI menuntun Ss untuk mengoreksi pekerjaan mereka. GBI menunjuk Ss satu persatu untuk menjawab soal-soal yang ada. Awalnya Ss diminta untuk membaca soal atau teks yang ada kemudian ditanyakan artinya. Kemudian Ss memberikan jawaban soal yang ada.
6.	Jika ada kata yang sulit, GBI membahas arti dan atau sinonimnya pelan-pelan. Ss nampak tidak terlalu kesulitan.
7.	Selama pelajaran berlangsung, kebanyakan Ss nampak memperhatikan

	dengan serius. Namun, ada pula yang sibuk berbincang dengan teman di sekitarnya. Selama mengajar, GBI sesekali menyelipkan candaan agar suasana tidak terlalu menegangkan.
8.	Setelah jam pelajaran hampir berakhir, GBI memberikan PR kepada Ss yaitu mengerjakan soal berikutnya di LKS.
9.	Setelah jam pelajaran usai, GBI menutup pelajaran. Lalu, P maju ke depan kelas dan menjelaskan maksud kedatangannya di kelas tersebut dan kalau selama beberapa pertemuan ke depan, P yang akan mengajar di kelas tersebut. Lalu, P dan GBI keluar dari kelas.
10.	GBI menuju kelas berikutnya dan P mohon pamit. Sebelumnya, P mengucapkan terimakasih telah diizinkan melakukan observasi.

No. : FN.03

HariTanggal : Selasa, 21 Oktober 2014

Tempat : Ruang Kelas VIII A

Kegiatan : Interview siswa sebelum penelitian

Responden : P : Peneliti

Ss : Siswa

1	Pukul 9.15 P menemui beberapa Ss untuk melakukan wawancara.
3.	P melakukan interview dengan Ss selama waktu istirahat. P menanyakan hal-hal terkait materi yang digunakan, kegiatan selama pelajaran menulis, serta kesulitan yang mereka hadapi saat menulis.
5.	Setelah P mendapatkan informasi yang cukup, P mengucapkan terimakasih lalu pamit.

No. : FN.04

Hari, Tanggal : Rabu, 22 Oktober 2014

Tempat : Kantor Kepala Sekolah

Kegiatan : Memberikan Surat Izin Penelitian

Responden : P : Peneliti

WKS : Wakil Kepala Sekolah

1	P sampai di sekolah pukul 07.00. P menuju ruang guru untuk meminta izin menemui Wakil Kepala Sekolah urusan kurikulum. Salah satu guru mengantarkan P ke ruang kepala sekolah dan meminta P untuk menunggu di sana karena WKS sedang menemui tamu lain,
2.	WKS menemui P lalu P menjelaskan maksud kedatangannya ke sekolah. P menjelaskan bahwa P akan melaksanakan penelitian tindakan di bulan Oktober dan November. P telah mendiskusikan hal tersebut dengan guru bahasa Inggris kelas VIII. Pada kesempatan tersebut, P hendak memberikan surat izin penelitian dan proposal penelitian.
3.	WKS berbincang dengan P tentang penelitian yang akan dilaksanakan dan meminta proposal penelitiannya. Setelah membaca sekilas, WKS pergi untuk menyerahkan surat kebagian tata usaha dan meminta P untuk menunggu.
4.	WKS kembali dan memberi tahu P agar selanjutnya mulai berkoordinasi dengan guru bahasa Inggris.
5.	P mohon pamit dan meninggalkan sekolah pukul 08.00.

No. : FN.05
 Hari, Tanggal : Kamis, 23 Oktober 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Pre-test
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 Ss : Siswa-siswa

1	P sampai di sekolah pukul 10.30. Kelas di mulai pukul 11.00.
2.	P masuk ke dalam kelas bersama dengan GBI. GBI mengecek kehadiran Ss lalu menjelaskan bahwa Ss akan belajar bersama P. GBI meminta P untuk masuk ke dalam kelas dan GBI kembali ke kantor.
4.	P menjelaskan bahwa mereka akan latihan menulis deskriptif teks dengan tema keluargaku. P membagikan kertas-kertas kepada Ss dan meminta mereka untuk menuliskan salah satu anggota keluarga mereka.
9.	Beberapa Ss mulai menulis tapi banyak diantara mereka yang masih berbicara dengan temannya. Setelah beberapa saat, banyak ss yang mengeluh kalau mereka bingung dan tidak tahu mau menulis apa. Beberapa Ss mulai ada yang mengumpulkan tetapi mereka hanya menulis teks yang pendek. Beberapa Ss yang lain masih meneruskan menulis dan meminta bantuan P untuk membuat kalimat. P memnabtu secukupnya.
10.	Setelah semua Ss mengumpulkan teks mereka, P mengucapkan terimakasih dan mohon pamit.

No. : FN.06
 Hari, Tanggal : Selasa, 28 Oktober 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Cycle 1, Pertemuan 1
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator
 Ss : Siswa-siswa

1	P sampai di sekolah pukul 07.00 bersama dengan K. P dan K menuju ruang guru untuk menunggu GBI.
2.	Pelajaran dimulai pukul 07.30. P dan K menunggu GBI dan segera menuju ke ruang kelas. GBI dan K duduk di barisan belakang.
3.	P menyapa Ss dan mengecek kehadiran Ss. Lalu, P meminta salah satu siswa untuk memimpin doa.
4.	P membahas tulisan Ss saat <i>pre-test</i> dan menjelaskan bahwa ada yang sudah bagus dan ada yang perlu meningkatkan kemampuannya. Setelah itu P bertanya kepada siswa tentang kesulitan mereka dalam menulis. Siswa menjelaskan tentang masalah yang mereka hadapi dalam menulis. Lalu P mengatakan bahwa masalah tersebut akan teratasi dengan menggunakan teknik <i>mind mapping</i> .
5.	P menjelaskan tentang <i>mind mapping</i> beserta kegunaannya dalam menulis serta memberi contoh cara membuat <i>mind mapping</i> . Setelah itu P bertanya

	pada siswa tentang <i>process of writing</i> dan sebagian besar siswa menjawab kalau mereka tidak tahu. P lalu menjelaskan tentang <i>process of writing</i> dan hubungannya dengan teknik <i>mind mapping</i> . Lalu P meminta beberapa Ss untuk membagikan handouts pada teman-temannya.
6.	P meminta Ss untuk memperhatikan handouts di halaman pertama dan menjelaskan kalau Ss akan belajar menulis <i>descriptive text</i> . P bertanya pada siswa tentang apa itu <i>descriptive text</i> . Beberapa siswa menjawab dengan benar. Ss lalu mengerjakan Task 1, yaitu mengeksplor kosakata yang dapat digunakan untuk mendeskripsikan penampilan orang dengan bantuan teknik <i>mind mapping</i> . Ss melakukannya dengan baik tapi mereka mengerjakannya melebihi waktu yang ditentukan.
7.	Ss mengerjakan Task 2, yaitu mencocokkan gambar dengan deskripsi yang tepat. Ss dapat mengerjakannya dengan baik namun mereka melebihi waktu yang ditentukan.
8.	Ss mengerjakan Task 3, yaitu mengeksplor kosakata yang dapat digunakan untuk mendeskripsikan sifat orang dengan bantuan teknik <i>mind mapping</i> . Lalu Ss mengerjakan Task 4, yaitu mengisi teka-teki silang tentang sifat-sifat orang.
9.	P memberikan kesempatan pada Ss untuk bertanya jika ada yang belum jelas. P mengulas pelajaran hari itu secara singkat dan menjelaskan kegiatan pada pertemuan berikutnya. P lalu mengucapkan terimakasih dan mengakhiri pelajaran. P meninggalkan kelas bersama dengan GBI dan K.

No. : FN.07
 Hari, Tanggal : Selasa, 28 Oktober 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Interview dengan siswa-siswa setelah pertemuan pertama
 Responden : P : Peneliti
 Ss : Siswa-siswa

1	Pukul 09.15, P memanggil beberapa siswa untuk diwawancarai di ruang kelas VIII A. P menanyakan tentang pendapat siswa mengenai proses belajar mengajar yang baru saja dilakukan
2.	Ss mengatakan bahwa teknik yang baru saja diajarkan sangat menarik karena membantu mereka mengeksplor dan mengingat kosakata dengan lebih baik. Mereka juga menyukai latihan soal yang diberikan karena menurut mereka itu menarik.
3.	P mengucapkan terimakasih. P kemudian mohon pamit.

No. : FN.08
 Hari, Tanggal : Selasa, 28 Oktober 2014
 Tempat : Depan ruang guru SMP N 1 Imogiri
 Kegiatan : Interview dengan GBI setelah pertemuan pertama
 Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1	Pukul 10.00, P menuju ruang guru untuk mewawancarai GBI. P menanyakan tentang proses belajar mengajar yang baru saja dilakukan
2.	GBI mengatakan bahwa penggunaan teknik <i>mind mapping</i> dalam kegiatan mengeksplor kosakata sangat membantu karena membantu siswa berpikir cepat. GBI berharap agar teknik ini juga berhasil untuk membantu siswa dalam menulis. GBI meminta izin karena pada pertemuan-pertemuan berikutnya tidak dapat mendampingi karena ada seminar dan penataran.
3.	P mengucapkan terimakasih. P kemudian mohon pamit.

No. : FN.09
 Hari, Tanggal : Selasa, 28 Oktober 2014
 Tempat : Kantin SMP N 1 Imogiri
 Kegiatan : Interview dengan kolaborator setelah pertemuan 1
 Responden : P : Peneliti
 K : Kolaborator

1	Pukul 10.00, P dan K menuju kantin untuk mendiskusikan proses belajar mengajar yang baru saja dilakukan. P meminta pendapat K tentang kegiatan hari itu.
2.	K mengatakan kalau teknik dan latihan soalnya membantu siswa dalam mengeksplor kosakata. Namun, ada masalah dalam manajemen waktu. K menyarankan agar pada pertemuan selanjutnya, P harus lebih disiplin dalam mengatur waktu.
3.	P mengucapkan terimakasih atas pendapat K lalu mereka pulang

No. : FN.10
 Hari, Tanggal : Kamis, 30 Oktober 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Cycle 1, Pertemuan ke-dua
 Responden : P : Peneliti
 K : Kolaborator
 Ss : Siswa-siswa

1	P dan K sampai di sekolah pukul 10.30. P dan K menuju ruang guru untuk menemui GBI. GBI meminta izin untuk tidak mengikuti pelajaran karena harus mengikuti rapat di sekolah lain.
2.	Pukul 11.00 P dan K masuk kelas. K duduk di belakang dan P mulai mengecek kehadiran siswa.
3.	P melakukan tanya jawab tentang pelajaran kemarin agar Ss tidak lupa .
4.	P memulai pelajaran selanjutnya. Ss mengerjakan task 5 dan 6. Ss membaca dua buah teks deskriptif berjudul <i>My Father, My Best Friend</i> dan <i>My mother, My Inspiration</i> . Setelah Ss membaca teks yang pertama, P memberi beberapa pertanyaan tentang isi dari teks tersebut untuk mengetahui pemahaman Ss terhadap teks. Sebagian besar Ss ikut aktif menjawab dan mereka paham. Lalu Ss membaca teks kedua. Setelah itu, P memberikan beberapa pertanyaan lagi tentang isi teks kedua. Ss juga

	menjawab dengan baik.
5.	P membimbing siswa untuk menemukan <i>generic structure</i> dari teks deskriptif (task 7). Ss membaca kembali kedua teks tersebut dan mereka membandingkan isi dari kedua teks tersebut. P dan Ss mendiskusikan isi dari kedua teks itu dan mencermati apakah kedua teks tersebut mempunyai pola isi yang sama. Mereka juga mencermati <i>predicate</i> dan <i>tense</i> yang dipakai dalam teks tersebut. Setelah berdiskusi beberapa saat, Ss menemukan <i>generic structure</i> dan <i>language feature</i> teks deskriptif.
6.	Ss mulai mengerjakan task 8. Mereka harus melengkapi <i>mind map</i> yang rumpang dengan informasi yang ada dari teks <i>My Father, My Best Friend</i> dan <i>My mother, My Inspiration</i> . Setelah Ss selesai, P meminta beberapa Ss untuk maju ke depan kelas dan menuliskan jawabannya di papan tulis. Beberapa Ss masih salah dalam mengerjakan tugas tersebut. Mereka menulis kalimat yang terlalu panjang dalam <i>mind map</i> mereka. P lalu menjelaskan kembali tentang cara membuat dan karakteristik dari <i>mind map</i> .
7.	Setelah membahas teknik <i>mind mapping</i> , P mengakhiri pelajaran siang itu. P mengucapkan terimakasih lalu P dan K keluar kelas.

No. : FN.11
 Hari, Tanggal : Kamis, 30 Oktober 2014
 Tempat : Ruang kelas VIII A
 Kegiatan : Interview dengan Ss setelah pertemuan ke-dua
 Responden : P : Peneliti
 Ss : Siswa-siswa

1	Pukul 13.00, P meminta beberapa siswa untuk diwawancarai di ruang kelas VIII A. P menanyakan tentang pendapat siswa tentang diskusi teks tadi siang dan tentang teknik <i>mind mapping</i> .
2.	Ss mengatakan bahwa diskusi teks membuat mereka lebih mengerti akan kegunaan dari <i>generic structure</i> . Ss juga mengatakan kalau mereka menyukai tekniknya karena menurut mereka teknik itu akan membantu mereka dalam menulis.
3.	P mengucapkan terimakasih. P kemudian mohon pamit.

No. : FN.12
 Hari, Tanggal : Selasa, 4 November 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Cycle 1, Pertemuan ke-tiga
 Responden : P : Peneliti
 K : Kolaborator
 Ss : Siswa-siswa

1	P dan K sampai di sekolah pukul 7.00. P dan K menuju ruang guru untuk menemui GBI. GBI mempersilahkan P dan K untuk memulai pelajaran. GBI juga memberi tahu bahwa untuk pertemuan-pertemuan selanjutnya GBI tidak akan ikut ke kelas karena GBI mengerjakan tugas lain dan ada penataran.
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2.	Pukul 7.30 P dan K masuk kelas. K duduk di belakang dan P mulai mengecek kehadiran siswa.
3.	P melakukan tanya jawab tentang pelajaran kemarin agar Ss tidak lupa .
4.	P memulai pelajaran selanjutnya. Ss menjelaskan tentang <i>language feature</i> yang digunakan dalam teks deskriptif, yaitu <i>simple present tense</i> . P memberi beberapa contoh kalimat dalam bentuk <i>simple present tense</i> . P menanyakan pada Ss apakah mereka sudah mengerti. Setelah itu, P mengajak Ss untuk membuat contoh lain bersama-sama. Lalu, P menyuruh beberapa Ss yang terlihat kurang aktif untuk membuat contoh kalimat yang lain dengan menuliskannya di depan kelas. P dan Ss mendiskusikan kalimat tersebut apakah masih ada yang salah atau tidak. Masih ada siswa yang salah dan belum mengerti tentang <i>simple present tense</i> . P menjelaskan sekali lagi lalu ia memberi Ss kesempatan untuk bertanya.
5.	Ss mengerjakan task 9. Ada teks berjudul <i>My Niece, Shafaa</i> tetapi predikat-predikat dalam teks tersebut belum tertulis dalam bentuk yang benar. Ss harus membenarkan bentuk dari predikat-predikat tersebut agar sesuai dengan subjeknya. Setelah Ss selesai mengerjakan, P dan Ss mendiskusikan jawabannya. Masih ada beberapa Ss yang bingung dengan hal tersebut.
6.	Ss mengerjakan task 10. Ada lima buah gambar orang dengan penampilan yang berbeda-beda. Ss harus mendeskripsikan kelima gambar tersebut dengan 3 kalimat sederhana. Setelah Ss selesai dengan tugasnya, P meminta beberapa Ss untuk maju sukarela. Ss menuliskan jawabannya di papan tulis lalu P dan Ss mendiskusikan jawabannya. Ss sudah dapat mendeskripsikan gambar-gambar tersebut dengan baik dan dengan struktur kalimat yang benar.
7.	Ss mengerjakan task 11, yaitu menyusun paragraf-paragraf acak agar menjadi sebuah teks deskriptif yang baik. Setelah Ss selesai mengerjakan task 11, P dan Ss mendiskusikannya bersama-sama.
8.	P menjelaskan bahwa pertemuan selanjutnya mereka akan menulis. P menjelaskan kalau Ss akan mendeskripsikan salah satu anggota keluarga mereka. P mengingatkan siswa kembali tentang cara membuat dan karakteristik <i>mind map</i> serta tentang <i>generic structure</i> dari descriptive teks. P mengucapkan terimakasih lalu mengakhiri pelajaran pagi itu.

No. : FN.13

Hari, Tanggal : Selasa, 4 November 2014

Tempat : Ruang kelas VIII A

Kegiatan : Interview dengan Ss setelah pertemuan ke-tiga

Responden : P : Peneliti Ss : Siswa-siswa

1	Pukul 9.20, P meminta beberapa siswa untuk diwawancarai di ruang kelas VIII A. P menanyakan tentang pelajaran pagi tadi dan tentang <i>simple present tense</i> .
2.	Ss mengatakan bahwa erkadang mereka masih bingung saat membuat kalimat dalam bentuk <i>simple present tense</i> karena harus mencocokkan

	jenis subjeknya (tunggal atau jamak) dengan predikatnya. Mereka mengatakan kalau saat membuat kalimat tersebut harus teliti.
3.	P memberikan saran agar Ss terus berlatih dan mengucapkan terimakasih atas waktu yang diberikan.

No. : FN.14
 Hari, Tanggal : Kamis, 6 November 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Cycle 1, Pertemuan ke-empat
 Responden : P : Peneliti
 Ss : Siswa-siswa

1	P masuk ke kelas dan menyapa Ss. P kemudian mengecek kehadiran Ss dan menjelaskan kegiatan untuk hari itu. P menjelaskan kalau Ss akan membuat teks deskriptif mereka sendiri. Jam pertama akan digunakan untuk membuat <i>mind map</i> dan <i>draft</i> lalu jam kedua akan digunakan untuk menulis.
2.	P membagikan kertas yang akan digunakan Ss untuk menulis dan menjelaskan kalau Ss sudah boleh mulai mengerjakan tugas mereka.
3.	Setelah beberapa saat, P menjelaskan lagi bagi siapa saja yang sudah siap dengan <i>mind map</i> dan <i>draft</i> -nya boleh memulai untuk menulis. Ss terlihat antusias dalam menulis dan sudah tidak merasa bingung lagi.
4.	Beberapa saat kemudian, beberapa Ss sudah selesai dan mulai mengumpulkan pekerjaan mereka kepada P. P meminta pada yang lain agar tidak terburu-buru mengerjakan. Setelah semua selesai, P mengulas pelajaran selama <i>cycle</i> 1. P memberi semangat Ss agar terus belajar menulis
5.	P mengucapkan terimakasih dan menutup pelajaran.

No. : FN.15
 Hari, Tanggal : Kamis, 6 November 2014
 Tempat : Ruang kelas VIII A
 Kegiatan : Interview dengan Ss setelah pertemuan ke-empat
 Responden : P : Peneliti
 Ss : Siswa-siswa

1	Setelah pulang sekolah, P meminta beberapa siswa untuk diwawancarai.
2.	P bertanya tentang pendapat Ss terhadap teknik <i>mind mapping</i> . Ss mengatakan bahwa <i>mind mapping</i> membantu mereka dalam menulis, terutama dalam mencari ide dan menyusun ide. Ss juga mengatakan kalau mereka merasa tulisan mereka lebih baik.
3.	P mengucapkan terimakasih lalu berpamitan pulang.

No. : FN.16
 Hari, Tanggal : Selasa, 11 November 2014
 Tempat : Ruang Kelas VIII A
 Kegiatan : Cycle 2, Pertemuan pertama
 Responden : P : Peneliti
 Ss : Siswa-siswa

1	P sampai di sekolah pukul 7.00 lalu P menemui GBI sebentar untuk berbincang-bincang.
2.	Pukul 7.30 P. P menyapa siswa dan mulai mengecek kehadiran siswa.
3.	P membagikan hasil progress test dari cycle 1. Kemudian P memberi beberapa komentar kepada seluruh siswa. P berkata kalau kemampuan menulis Ss sudah mulai meningkat namun masih ada beberapa yang hanya menjiplak dari sample text. P berkata agar lain kali Ss menggunakan kreatifitas mereka dalam menulis.
4	Setelah itu, P melakukan tanya jawab tentang pelajaran dari cycle pertama agar Ss tidak lupa. P lalu menjelaskan kalau Ss akan belajar menulis teks deskriptif lagi tetapi temanya akan berbeda dan kesulitannya mulai meningkat. Contoh teks lebih panjang dan informasinya lebih padat dan Ss juga akan menulis hal yang serupa.
5.	P membagikan modul dan lembar kerja untuk cycle kedua. Lalu, P memulai pelajaran. P menjelaskan kalau tema untuk cycle kedua adalah teman terbaikku. Ss mulai mengerjakan task 1. Di task 1, Ss mengeksplor kosakata yang berhubungan dengan hobi (kosakata ini akan digunakan untuk mendeskripsikan teman. Lalu P dan Ss mendiskusikan jawabannya.
6.	Ss mengerjakan task 2. Di task 2, Ss membaca teks yang berjudul <i>Rosa, My Bestfriend</i> . Setelah beberapa saat, P dan S mendiskusikan isi teks tersebut. P juga memberikan beberapa pertanyaan untuk mengecek pemahaman Ss terhadap teks tersebut. Lalu Ss mengerjakan task 3. Ss diharuskan membuat <i>mind map</i> dari teks tersebut. Setelah Ss selesai, P menyuruh beberapa Ss untuk menuliskan <i>mind map</i> mereka di papan tulis. P dan Ss membahas <i>mind map</i> tersebut apakah sudah sesuai dengan karakter <i>mind map</i> .
7.	P mengingatkan Ss tentang <i>language feature</i> dari deskriptif teks, yaitu <i>simple present tense</i> . P membuat beberapa contoh dan membahsnya dengan Ss. Lalu, P meminta Ss yang dirasa belum mengerti untuk membuat contoh kalimat sendiri dan menuliskannya di papan tulis. P dan Ss membahsnya dan mereka sudah benar.
8.	Ss mengerjakan task 4. Dalam task 4 ada teks yang berjudul <i>Denny, the Captain of My Class</i> . Siswa diharuskan mengubar predika-predikat yang da dalm teks tersebut agar sesai dengan subjeknya/ setelah siswa selesai, P dan Ss membahsnya. Hampir semua Ss sudah lebih mengerti dengan <i>simple present tense</i> .
9.	Waktu tinggal 10 menit, P menjelaskan hal yang akan dilakukan siswa besok. Besok, Ss akan menulis deskriptif teks dengan tema sahabatku. P mengakhiri pelajaran pagi itu lalu P mengucapkan terimakasih dan meninggalkan kelas.

No. : FN.17

Hari, Tanggal : Kamis, 13 November 2014

Tempat : Ruang Kelas VIII A

Kegiatan : Cycle 2, Pertemuan ke-dua (post-test)

Responden : P : Peneliti

Ss : Siswa-siswa

1	P masuk ke kelas dan menyapa Ss. P kemudian mengecek kehadiran Ss dan menjelaskan kegiatan untuk hari itu. P menjelaskan kalau Ss akan membuat teks deskriptif mereka sendiri. Jam pertama akan digunakan untuk membuat <i>mind map</i> dan <i>draft</i> lalu jam kedua akan digunakan untuk menulis.
2.	P membagikan kertas yang akan digunakan Ss untuk menulis dan menjelaskan kalau Ss sudah boleh mulai mengerjakan tugas mereka.
3.	Setelah beberapa saat, P menjelaskan lagi bagi siapa saja yang sudah siap dengan <i>mind map</i> dan <i>draft</i> -nya boleh memulai untuk menulis. Ss terlihat menulis lebih cepat dari sebelumnya.
4.	Beberapa saat kemudian, beberapa Ss sudah selesai dan mulai mengumpulkan pekerjaan mereka kepada P. P meminta pada yang lain agar tidak terburu-buru mengerjakan. Setelah semua selesai, P mengulas pelajaran selama <i>cycle</i> 2. P memberi semangat Ss agar terus belajar menulis. P mengucapkan terimakasih dan menutup pelajaran.

No. : FN.18

Hari, Tanggal : Kamis, 13 November 2014

Tempat : Ruang kelas VIII A

Kegiatan : Interview dengan Ss setelah post-test

Responden : P : Peneliti

Ss : Siswa-siswa

1	Setelah pulang sekolah, P meminta beberapa siswa untuk diwawancarai.
2.	P bertanya tentang pendapat Ss terhadap teknik <i>mind mapping</i> . Ss mengatakan bahwa <i>mind mapping</i> membantu mereka dalam menulis, terutama dalam mencari ide dan menyusun ide. Ss juga mengatakan kalau mereka merasa tulisan mereka lebih baik.
3.	P mengucapkan terimakasih atas waktu yang diberikan itu berpamitan pulang.

APPENDIX B

INTERVIEW

TRANSCRIPTS

INTERVIEW TRANSCRIPT	
Nomor	: IT.01/20/10/14
Hari, Tanggal	: Senin, 20 Oktober, Pukul 09.15
Tempat	: Perpustakaan SMP N 1 Imogiri
Kegiatan	: Interview Guru Bahasa Inggris sebelum melaksanakan penelitian
Responden	: P (Peneliti) GBI (Guru Bahasa Inggris)
P	: Selamat pagi, Bu. Bagaimana kabarnya?
GBI	: Selamat pagi juga mbak Ajeng. Alhamdulillah sehat..
P	: Sebelumnya saya ucapkan terimakasih atas waktunya. Saya ingin bertanya tentang beberapa hal <i>nggih</i> , Bu.
P	: Untuk mengajar writing, biasanya aktifitas apa yang Ibu gunakan?
GBI	: Tergantung jenis <i>text</i> -nya, Mbak. Kalau <i>descriptive text</i> , biasanya saya ngasih gambar ke anak- anak. Dari gambar, anak membuat tulisan. Biasanya saya lakukan beberapa kali. Latihan menulis secara kelompok dulu baru nanti individu. Nah, kalau <i>recount</i> , biasanya saya nyuruh siswa untuk membuat semacam buku harian. Jadi nanti seolah-olah dia curhat dengan buku itu.
P	: Ooo, begitu. Tapi sebelum menyuruh siswa menulis, kegiatan apa yang dilakukan?
GBI	: Biasanya <i>rearrange jumbled words</i> , membuat kalimat berdasarkan gambar sama <i>rearrange jumbled paragraph</i> .
P	: Bagaimana dengan proses menulis seperti <i>planning, drafting, editing, final version</i> ? Apa Ibu memperkenalkan mereka dengan <i>process of writing</i> ?
GBI	: Kalau itu sih dulu pernah saya beri tahu. Tapi tidak saya laksanakan di kelas. Biasanya habis latihan ya langsung nulis. Kalau harus dipantau dari awal nanti kelamaan, mbak, padahal materinya banyak. Jadi ya paling nanti dibanyakin latihan buat bikin kalimatnya aja.
P	: Jadi kalau sekarang memang lebih focus ke <i>grammar</i> , ya?

- GBI : Iya, mbak. Soalnya mereka itu masih bingung kalau soal *grammar*. Menyusun kalimat saja kadang belum bisa. Padahal biasanya ujian itu banyak keluar menyusun *jumbled words*.
- P : Ooo gitu ya, Bu. Kalau untuk menerapkannya dalam menulis sendiri, anak-anak bagaimana, Bu? Maksudnya begini, kalau untuk text *recount*, harusnya yang dipakai adalah *past tense*, kalau *descriptive* harusnya pakai *simple present tense*, misalnya.
- GBI : Anak-anak sebenarnya sudah dikasih tahu ya, Mbak. Tapi ya kadang-kadang nanti kalau menulis terus lupa. Isinya campur-campur *tense*-nya
- P : Begitu nggih, Bu.. Kalau motivasi dan kemampuan anak untuk menulis dalam Bahasa Inggris sendiri bagaimana?
- GBI : Ya rata-rata sih, Mbak. Ada yang bagus ada yang biasa saja. Tapi kalau untuk kelas VIII A ini lebih bagus dibanding kelas lainnya. Kalau masalah motivasi, ya kadang-kadang suka mengeluh kalau disuruh menulis. Katanya pada bingung mau nulis apa. Nanti kalau dilihat hasilnya, memang biasanya hanya menulis lima atau tujuh kalimat. Makannya tugas menulis itu kadang-kadang saya bikin kelompok.
- P : *Nggih*, Bu.. Lalu, kesulitan apa yang biasanya Ibu temui saat mengajarkan writing?
- GBI : Kalau saya sih masalah waktu. Jadi kadang-kadang saya sudah menyiapkan materi dan tugas sedemikian rupa, tapi nanti dapat tugas seminar atau ada acara apa dari sekolah. Jadi nanti ada beberapa materi yang harus di *skip*. Makannya saya jarang memantau siswa untuk menulis dari *planning*, *drafting*, *editing*, gitu mbak. Paling nanti saya jadikan PR. Nah, kalau dijadikan PR, nanti ada beberapa siswa yang hanya *copy paste* dari internet atau buku, Mbak. Kan kelihatan bahasanya ya kalau *copy paste* itu. Ya namanya PR memang boleh sih ya mengerjakan dengan bantuan internet. Tapi kalau hanya *copy paste* kan kemampuan menulisnya tidak meningkat, Mbak.
- P : Iya, Bu. Kalau dijadikan PR nanti biasanya ada beberapa yang *copy paste*. Tapi kalau mau dikerjakan semua di sekolah juga waktunya kurang

	ya, Bu.. Kalau untuk mengajar menulis dengan <i>mind mapping technique</i> , apa Ibu sudah pernah?
GBI	: Sepertinya dulu pernah sih, Mbak. Mbak Ajeng mau ngajar dengan <i>mind mapping</i> , ya?
P	: Iya, Bu..
GBI	: Ya dicoba saja. Dulu pernah, tapi saya lupa di kelas mana.
P	: Iya, Bu saya coba. Mudah-mudahan anak-anak suka. Kalau untuk latihan soal, siswa suka yang seperti apa, Bu?
GBI	: Sebenarnya kalau kelas A itu lumayan rajin kok. Jadi mau bentuknya seperti apa tetap dikerjakan. Ya nanti monggo terserah mau dibikin yang lebih bervariasi bisa.
P	: Iya, Bu. Terimakasih.
GBI	: Sama-sama.

INTERVIEW TRANSCRIPT	
Nomor	: IT.02/21/10/14
Hari, Tanggal	: Selasa, 21 Oktober, Pukul 09.15
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa sebelum melaksanakan penelitian
Responden	: P (Peneliti)
	S1 (Anggun) S3(Sofi)
	S2 (Erlina)
P	: Halo, dik. Mbak minta waktunya sebentar, ya. Sebelumnya kita kenalan dulu. Nama kalian siapa?
S1	: Aku Anggun.
S2	: Aku Erlina, mbak.
S3	: Kalau aku Sofi.
P	: Oke Anggun, Erlina dan Sofi. Mbak mau tanya-tanya tentang pelajaran Bahasa Inggris karena besok aku mau penelitian di sini.
S1	: Oke, mbak.
P	: Kalian suka Bahasa Inggris, nggak?

S1 : Ya ada sukanya ada nggaknya mbak.

S2 : Kalau aku suka pas *speaking*-nya.

S3 : Sama aku juga.

P : Kenapa?

S1 : Soalnya bisa praktek ngomong dan kadang pakai permainan.

S2 : Iya, kadang pakai permainan kaya' telpon-telponan atau drama.

P : Oke ... Kalau *writing*, suka nggak?

S3 : *Writing* tuh menulis ya? Kalau aku kurang suka sih mbak. Karena susah ya?

S1 : Iya sih emang agak susah itu kalau *writing*.

P : Susahnya gimana, dik?

S1 : Nggak tau mau nulis apa e mbak. Kaya' nggak punya ide gitu.

S2 : Iya, susah mengatur tulisannya supaya jadi bagus.

P : Kalau kamu, dik?

S3 : Sama mbak. Paling kalau nulis tuh cuma dapet sedikit. Trus *grammar*-nya sama *vocabulary*-nya juga kadang gak bisa. Pengennya nulis banyak tapi kepentok gak tau *vocabulary*-nya.

P : Oke, jadi kadang juga *grammar* dan *vocabulary*, ya? Kalian gak punya kamus kah?

S1 : Ya punya mbak tapi kan kadang suka nggak lengkap. Tanya guru kadang-kadang. Tapi kalau tanya terus kan *yo pie* gitu.

S2 : Hahaha iya kalau tanya terus *yo ra kepenak*.

P : Hahaha malu po dik kalau tanya terus?

S2 : Yo kadang suka males aja kan bolak-balik tanya. Hehehe

P : Oalah gitu. Trus biasanya kegiatan untuk menulis apa aja dik?

S3 : Maksudnya? Kalau menulis ya disuruh nulis biasanya.

P : Maksudnya, sebelum disuruh nulis biasanya disuruh ngapain?

S3 : Oh, biasanya menyusun *jumbled paragraph* atau latihan *grammar*, bikin-bikin kalimat gitu.

S2 : Kadang nanti ada bacaan dulu terus menjawab pertanyaan. Trus nanti disuruh kerja kelompok untuk menulis.

P	: Kalu menulis, kalian disuruh membuat <i>plan</i> dan <i>draft</i> dulu nggak? Bikin <i>orek-orekan</i> dulu gitu?
S1	: Biasanya sih ya disuruh nulis, kita langsung nulis mbak. Nanti kalau udah jadi dipresentasikan didepan kelas.
P	: Ooo, gitu ya dik?
S1	: Iya mbak, biasanya emang gitu. Atau kalu nggak ya kadang buat PR. Nanti kalau udah jadi dikumpul.
P	: Oke, dik.. gitu aja kok pertanyaannya. Udah selesai. Makasih ya Anggun, Erlina, dan Sofi atas waktunya.
S2	: Sama-sama, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.03/21/10/14
Hari, Tanggal	: Selasa, 21 Oktober, Pukul 09.25
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa sebelum melaksanakan penelitian
Responden	: P (Peneliti)
	S1 (Febri) S2(Susilo)
P	: Halo, dik. Minta waktunya sebentar ya. Mbak mau tanya-tanya. Nama kalian siapa?
S1	: Febri, Mbak.
S2	: Susilo.
P	: Oke Febri dan Susilo. Menurut kalian Bahasa Inggris susah, nggak?
S1	: Kadang susah kadang gampang, mbak.
S2	: Iya gitu. Kalau pas <i>speaking</i> atau bacaan itu ya lumayan gampang.
P	: Okee. Kalau untuk menulis sendiri, menurut kalian susah nggak?
S2	: Menulis bahasa Inggris ya? Bikin teks gitu? Ya susah. <i>Grammar</i> -nya itu suka bingung, takut salah. Kadang-kadang nggak tau mau nulis apa.
P	: Kalau kamu, dik?

S1	: Iya kalau nulis emang susah. Kalau aku, susahnya nyari idenya. Nggak tau apa yang mau ditulis.
S2	: Nah, iya. Kalau nggak, aku punya ide banyak tapi pas mau nulis suka bingung nyusunnya gimana. Paling nanti jadinya cuma berapa kalimat.
P	: Ooo, gitu. Kalau <i>vocabulary</i> -nya gimana, dik?
S1	: Itu juga kadang. Mau nulis gini, tapi gak tau <i>vocabulary</i> -nya.
P	: Biasanya kegiatan untuk menulis ngapain aja?
S1	: Biasanya dikasih gambar terus disuruh mendeskripsikan, mbak.
S2	: Iya itu. Atau disuruh menulis pengalaman lucu.
P	: Pernah disuruh membuat <i>plan</i> dan <i>draft</i> nggak sebelum menulis?
S1	: <i>Plan</i> dan <i>draft</i> ?
P	: Orek-orekan, dik. Kalau di pelajaran Bahasa Indonesia tuh kerangka karangan.
S1	: Enggak sih. Biasanya disuruh langsung nulis.
S2	: Kalau aku juga emang langsung nulis aja, biar cepet sih.
P	: Ooh gitu, ya... Oke dik, terimakasih waktunya, ya..
S1&S2:	Iya, mbak ...

INTERVIEW TRANSCRIPT	
Nomor	: IT.04/28/10/14
Hari, Tanggal	: Selasa, 28 Oktober, Pukul 09.20
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan pertama
Responden	: P (Peneliti)
	S1 (Sofi) S2 (Tiara)
P	: Halo, dik. Mbak mau minta waktunya sebentar, ya. Mau tanya-tanya sebentar aja soal pelajaran tadi.
S1	: Sambil makan ya, mbak?
P	: Iya, nggak papa. Nama kalian siapa? Kenalan dulu kita.
S1	: Sofi.

S2	: Aku Tiara.
P	: Oke Sofi dan Tiara.. Menurut kalian, tadi pelajarannya gimana? Suka nggak sama <i>mind mapping</i> -nya tadi dan latihan soalnya?
S1	: Suka, mbak. Lebih gampang inget <i>vocabulary</i> -nya sama bisa dapet banyak ya <i>vocabulary</i> -nya.
S2:	Iya, pakai <i>mind mapping</i> bisa dapet banyak <i>vocabulary</i> . Terus aku juga suka teka-teki silangnya. Asik.
P	: Oke dik, makasih. Ada pendapat lain lagi?
S2	: Ya, gitu aja mbak. Hahahaha.
P	: Ya udah, makasih, ya..
S1&S1:	Sama-sama, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.05/28/10/14
Hari, Tanggal	: Selasa, 28 Oktober, Pukul 09.25
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan pertama
Responden	: P (Peneliti)
	S1 (Erdiansyah) S2 (Reza)
P	: Hai, dik. Mbak mau minta waktunya sebentar. Mau tanya-tanya sebentar.
S1	: Mau tanya apa mbak?
P	: Tanya pelajaran yang tadi. Cuma sebentar aja kok, ya?
S1	: Ya mbak.
P	: Nama kalian siapa?
S2	: Aku Reza
S1	: Aku Erdiansyah.
P	: Oke dik.. Menurut kalian, tadi pelajarannya gimana? Suka nggak sama <i>mind mapping</i> -nya tadi dan latihan soalnya?
S1	: Ya, lumayan enak mbak tadi. Mudah dimengerti.
S2:	Iya tadi pelajarannya jelas kok mbak.

P	: Penggunaan <i>mind mapping</i> -nya dalam <i>vocabulary</i> gimana?
S1	: Ya enak mbak. Jadi lebih jelas aja. Kayaknya enak aja kalau nyatet pake <i>mind mapping</i> .
P	: Kalau kamu?
S2	: Sama sih, mbak. Menurut aku kayaknya <i>mind mapping</i> bisa diandalkan buat bikin catetan. Catetannya jadi lebih jelas dan gampang diinget kayaknya.
P	: Kok pakai kayaknya terus, dik? Yang yakin gitu. Hahaha
S2	: Ya kan baru mau mencoba to mbak haha
P	: Oiya ding haha. Ya udah makasih dik atas waktunya.
S1&S1	: Sama-sama, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.06/28/10/14
Hari, Tanggal	: Selasa, 28 Oktober, Pukul 10.30
Tempat	: Ruang Guru SMP N 1 Imogiri
Kegiatan	: Interview guru setelah pertemuan pertama
Responden	: P (Peneliti)
	GBI (Guru Bahasa Inggris)
P	: Selamat siang, Bu ...
GBI	: Iya mbak gimana? Tadi lancar kok ya...
P	: Iya lumayan, Bu. Jadi bagaimana tadi tekniknya, Bu?
GBI	: Tadi bagus ya, mbak. Anak-anak kelihatannya jadi antusias karena ini kan termasuk cara baru buat mereka. Memang kelihatan jadi lebih mudah saat mengeksplor <i>vocabulary</i> -nya karena kalau pakai <i>mind mapping</i> kan jadi kelihatan <i>vocabulary</i> mana yang belum dicantumkan begitu. Ya mudah-mudahan besok bisa membantu siswa untuk menulis juga.
P	: Iya Bu, terimakasih. Saya pamit dulu, Bu. Besok Kamis bertemu lagi.
GBI	: Iya mungkin untuk pertemuan selanjutnya saya tinggal saja ya. Monggo silahkan Mbak Ajeng dan temannya saja. Saya ada seminar K13 juga dan persiapan penilaian kinerja guru.

P	: Saya lanjutkan sendiri tidak apa-apa, Bu?
GBI	: Tidak apa-apa. Kan sudah ada temannya.
P	: <i>Lesson plan</i> -nya bagaimana, Bu? Apa ada yang perlu diperbaiki?
GBI	: Menurut saya sudah bagus dan runtut. Diteruskan saja mbak itu.
P	: Terimakasih, Bu.

INTERVIEW TRANSCRIPT	
Nomor	: IT.07/28/10/14
Hari, Tanggal	: Selasa, 28 Oktober, Pukul 10.30
Tempat	: Ruang Guru SMP N 1 Imogiri
Kegiatan	: Interview guru setelah pertemuan pertama
Responden	: P (Peneliti) K (Kolaborator)
P	: Jadi, bagaimana menurutmu tadi penggunaan <i>mind mapping technique</i> dalam kegiatan hari ini?
K	: Kalau menurutku bagus dan mudah dimengerti sih. Kan tadi kamu pakai <i>mind mapping technique</i> untuk mengajar <i>vocabulary</i> , to? Jadi sekalian memberi contoh kalau <i>mind mapping technique</i> itu tidak hanya untuk writing saja.
P	: Hehe, makasih. Trus, kalau latihan soalnya gimana?
K	: Latihan soalnya jupa tepat untuk <i>drilling vocabulary</i> -nya. Anak-anak kayaknya pada suka tuh dengan TTS-nya (teka-teki silang). Mungkin mereka belum pernah d kasih TTS kali', ya? Terus, tadi anak-anaknya juga pada aktif kok. Mungkin mereka semangat karena diajarin dengan cara baru, ya?
P	: Iya, tadi sempet <i>surprised</i> juga, ternyata anak-anaknya pada antusias. Cuma ada beberapa aja yang diem.
K	: Naah, besok selain kamu tanya <i>volunteer</i> untuk maju, coba sekali-kali suruh anak yang diem itu buat maju. Kalau kamu minta <i>volunteer</i> terus, nanti yang maju itu-itu aja.

P	: Oh, Ok. Besok aku coba. Ada saran lagi untuk kegiatan hari ini?
K	: Hmm, tadi tu masalah waktu. Kan tadi pagi kamu bilang to kalau harusnya pertemuan pertama harusnya bisa sampai <i>comparing texts</i> ?
P	: Iya, Rin. Gimana? Lha tadi anaknya molor e. Tak kasih waktu 10 menit malah jadi 20 menit.
K	: Kalau memang sudah dikasih waktu 10 menit, yang belum selesai tinggal aja. Ya paling nggak kamu kasih lagi tambahan 5 menit lah. Maksudnya gini, murid harusnya bisa memanfaatkan waktu yang dikasih. Kalau mereka belum selesai, itu konsekuensi. Tadi ada lho yang gak selesai cuma gara-gara ngobrol sama temen.
P	: Iya, Rin. Tadi aku cuma kasihan nek mereka belum selesai terus nggak mudeng. Tapi ada juga yang cuma rame.
K	: Ya gini, kalau waktu sudah habis, kamu tanya mereka sudah selesai apa belum. Kalau ada yang belum selesai, kamu kasih tambahan 5 menit aja. Habis itu sudah. Kalau nungguin murid terus, nek mereka selesainya besok gimana?
P	: Hehe iya, Rin. Makasih, ya. Besok aku coba gitu biar lebih <i>on time</i> .
K	: Sip.

INTERVIEW TRANSCRIPT	
Nomor	: IT.08/30/10/14
Hari, Tanggal	: Kamis, 30 Oktober, Pukul 13.00
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan ke-dua
Responden	: P (Peneliti)
	S1 (Arina) S2 (Evania)
P	: Halo. Mbak minta waktunya sebentar ya, dik. Mau tanya-tanya soal pelajaran hari ini.
S1	: Iya, mbak bisa.
P	: Kalian namanya siapa?
S1	: Arina.

S2 : Aku Evania, mbak.

P : Oke Arina dan Evania. Mmmm, tadi pelajarannya menurut kalian gimana? Dari yang mendiskusikan teks dulu deh.

S1 : *Mmmm, pie yo? Kowe wae, Va.*

S2 : *Weh, kok aku, e?*

P : Nggak papa, dik. Nggak usah malu. Gini deh, kalian *mudeng* nggak sama *text discussion* tadi?

S2 : *Mudeng*, mbak.

S1 : Iya, *mudeng*. Nek menurutku sekarang aku jadi tau gunanya *generic structure*.

P : Emang gunanya apa, dik?

S1 : Ya buat menuntun menulis mbak. Kan dulu kalau menulis asal menulis. *Ho'o ra Va ngaranmu?*

S2 : Iya, mbak. Dulu kalau nulis asal. Kalau sekarang isi paragrafnya manut *generic structure*.

P : Lho, emangnya dulu sama Bu Eko tidak diajari tentang *generic structure*?

S2 : Ya diajarin mbak. Tapi biasanya langsung dikasih tau aja. Jadi nggak begitu *mudeng generic structure* itu buat apa.

P : Oo, gitu ya. Oke.. Terus, kan tadi disuruh membedah teks, teksnya dirubah jadi *mind map*. Kalian *mudeng*?

S1 : Iya ,mbak, bisa kok. Jadi sudah tau gunanya *mind mapping* untuk menulis.

P : Kalau kamu?

S2 : *Mudeng* juga, mbak.

P : Oke bagus. Mmm, kalau besok kamu harus membuat *mind map* sendiri, apa sudah mengerti?

S1 : Ngerti, mbak. Sudah *mudeng* caranya kok dari contoh yang tadi.

S2 : Bikinnya gak harus manut contoh to, mbak?

P : Justru jangan manut contoh. Bikin sekreatif mungkin. Warna-warni.

S1&S2: Iya, mbak.

P : Ya sudah, makasih ya, dik.

S1&S2: Sama-sama, mbak.

INTERVIEW TRANSCRIPT

Nomor : IT.09/30/10/14

Hari, Tanggal : Kamis, 30 Oktober, Pukul 13.10

Tempat : Ruang Kelas VIII A

Kegiatan : Interview siswa setelah pertemuan ke-dua

Responden : P (Peneliti)

S1 (Fajrul)

S2 (Graitto)

P : Dik, minta waktunya sebentar ya. Bisa?

S1 : Mau apa, mbak?

P : Mau tanya-tanya sebentar soal pelajaran tadi. Sama temenmu juga ya.

S1 : Heh, ayo. (Kepada S2)

S2 : Yoh. (Kepada S1)

Iya, mbak.

P : Ini Fajrul sama Graitto, kan?

S1 : Yes, Miss.

P : Oke. Jadi gimana dik pelajaran hari ini. Bisa dimengerti tidak?

S1 : Yang mana, mbak?

P : Tadi yang *comparing text*.

S2 : Ooo, yang *generic structure* ya, mbak?

P : Iya.

S2 : Ngerti kok, mbak.

P : Kalau kamu, dik?

S1 : Sama, aku juga ngerti kok.

P : Seneng nggak tadi dibikin diskusi?

S1 : Lumayan sih, mbak. Tapi kalau sekarang aku lebih *mudeng* daripada biasanya.

P : Emang biasanya gimana, dik?

S1	: Biasanya tuh langsung diterangin. Jadi suka lupa <i>generic structure</i> -nya apa aja.
P	: Ooo gitu. Kalau kamu?
S2	: Iya sih lebih ngerti aja kalau sekarang. Kalau nulis isi paragrafnya sesuai <i>generic structure</i> .
P	: Kalau <i>mind mapping technique</i> -nya dik?
S1	: Ya, ngerti juga mbak. Gampang kok.
S2	: Iya gampang. Cuma tinggal ambil dari bacaannya.
P	: Jadi ngerti kan kalau <i>mind mapping technique</i> memang bisa buat nulis?
S1	: Iya mbak. Kayaknya sih kalau pakai mind mapping bisa lebih teratur.
S2	: Iya kayaknya lebih gampang. Aku selak pengen nyoba, mbak.
P	: Hahaha, ya nanti gek dicoba. Kira-kira kalau kalian disuruh membuat mind map sendiri bisa nggak?
S1	: Yo bisa to, mbak.
S2	: <i>Inshaallah</i> , mbak.
P	: Sudah ngerti cara-caranya kan?
S1	: Iya, mbaaaaak. Kan ada contohnya juga.
S2	: Hahahaha ngerti, mbak. Kan udah diajarin sama mbak.
P	: Ya sudah, <i>Alhamdulillah</i> kalau ngerti. Makasih ya dik atas waktunya.
S1&S2	: Ya, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.10/04/11/14
Hari, Tanggal	: Selasa, 4 November, Pukul 09.20
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan ke-tiga
Responden	: P (Peneliti)
	S1 (Erlina) S2 (Sri)
P	: Halo dik. Terimakasih ya sudah mau meluangan waktunya sebentar.
S1	: Iya, mbak.

P	: Jadi, pelajaran tadi pagi gimana dik? Bisa dimengerti?
S1	: Yang <i>simple present tense</i> ya, mbak?
P	: Iya, dik..
S1	: Ngerti sih, mbak. Cuma kadang kalau membuat kalimat sendiri masih bingung.
P	: Bingungnya kenapa?
S1	: Ya kadang suka lupa aja. <i>Verb</i> -nya itu harusnya dikasih –s atau enggak..
P	: Kalau kamu, dik?
S2	: Sama, mbak. Paling Cuma bingung di situ aja. Tpi kalau secara keseluruhan udah ngerti, sih. Yo kadang luput nggak papa to mbak..
P	: Hahahaha, ya kalau luput itu Cuma kuranf teliti aja, dik. Kalau sering dibuat latihan nanti juga hafal sendiri. Oke, jadi kalau masalah penggunaan <i>simple present tense</i> sendiri udah ngerti, ya.. Cuma kadang lupa kapan <i>verb</i> -nya dikasih –s kan?
S2	: Iya mbak, udah jelas kalau yang itu.
S1	: Iya sama.
P	: Ya udah. Banyak-banyak latihan aja dan harus lebih teliti. Besok udah siap kan untuk bukun <i>descriptive text</i> -nya?
S2	: Insyaalloh siap, mbak.
S1	: Iya, tapi besok boleh tanya to, mbak?
P	: Iya, kalau masih ada yang bingung besok tanya aja. Ya udah, makasih ya waktunya.
S1	: Sama-sama, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.11/06/11/14
Hari, Tanggal	: Kamis, 6 November, Pukul 13.00
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan ke-empat
Responden	: P (Peneliti)
	S1 (Alda) S2 (Hanif)

P : Halooo. Alda sama Hanif ikut mbak sebentar yuk. Mbak mau tanya-tanya sedikit. Mau, ya?

S1 : Tanya apa e, mbak?

P : Cuma tanya tentang pelajaran yang kemarin-kemarin kok, dik.

S2 : Oooo, mau wawancara *po*, mbak?

P : Iyaa. Sini, duduk sini.

S2 : Oke mbak.

P : Jadi gini... Selama mbak ngajar kalian, apa pelajarannya bisa dimengerti dengan baik?

S1 : Jelas kok mbak. Aku sih mudeng-mudeng aja. Nggak tau kalau si Hanif. Dia kan rame terus mbak..

S2 : *Ora yo! Kuwi kowe kuwi sing senengane rame.*

P : *Hahaha malah padu dewe..*

S2 : Jelas kok mbak. *Alhamdulillah...*

P : Okee. Kalu menurut kalian *mind mapping technique* menarik nggak?

S2 : Menarik mbak. Aku suka.

P : Kenapa?

S2 : Soalnya bisa sambil nggambar-nggambar gitu.

P : Kalau kamu, Da?

S1 : Iya sama. Aku suka soalnya bisa melatih kreatifitas. Nggak bosan rasanya.

P : Oke. Kalau dalam hal menulis, membantu nggak?

S1 : Membantu mbak. Sekarang kalau nulis bisa lebih banyak isinya. Idenya jadi banyak kalau pakai *mind mapping*.

P : Kalau kamu?

S2 : Iya membantu. Kalau menurutku sih, tulisanku jadi lebih teratur isinya.

S1 : *Ho'o po? Kowe ki kok nggaya e.*

P : Hahaha ya nggak papa dik. Itu berarti tau peningkatan diri sendiri. Bagus itu..

S2 : *Kuwi, rungokke, da.*

P : Kalau besok ada penelitian lagi, kira-kira mau diajarin apa dik? Kemarin

	yang belum jelas apa?
S1	: Kayaknya <i>grammar</i> ya mbak. Aku masih bingung kadang.
P	: Ya sudah. Itu saja. Makasih ya, dik...
S1&S2	: Sama-sama, mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.11/06/11/14
Hari, Tanggal	: Kamis, 6 November, Pukul 13.10
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview siswa setelah pertemuan ke-empat
Responden	: P (Peneliti)
	S1 (Devitri) S2 (Adrinashinta)
P	: Halo, dik. Sebelumnya terimakasih ya sudah meluangkan waktunya.
S1	: Iya, mbak.
P	: Jadi mbak mau Tanya-tanya soal pelajaran yang kemarin-kemarin dan tentang <i>mind mapping technique</i> , dik. Selama mbak ngajar kalian, pelajarannya bisa dimengerti dengan baik, tidak?
S1	: Bisa kok mbak.
S2	: <i>Alhamdulillah</i> bisa dimengerti, mbak.
P	: Oke.. Kalu tentang <i>mind mapping technique</i> , menurut kalian menarik nggak?
S2	: Menarik mbak. Bisa bikin warna-warni tulisannya. Aku suka.
P	: Kalau kamu, dik?
S1	: Aku juga suka. Jadi nggak bosen gitu kalau di kelas.
P	: Setelah memakai <i>mind mapping technique</i> , apakah kemampuan menulis kalian meningkat?
S2	: Kalau perasaanku sih meningkat ya. Nggak tau kalau nanti dinilai gimana sih..
P	: Meningkatnya dalam hal apa dik?
S2	: Yang jelas tuh dalam menuangkan ide sama pas nyusun ke tulisan.

P	: Isi <i>text</i> -nya lebih teratur ya, dik?
S2	: Iya. Biasanya tuh <i>mblenjah-mblenjah</i> , mbak. Habis ngomongin ini trus tiba-tiba ngomongin itu.
P	: Oke aku ngerti maksudnya. Kalau kamu, dik?
S1	: Sama sih mbak.
P	: Ada tambahan lain?
S1	: Enggak. Semuanya udah dijawab Shinta. Hahahaha.
P	: Kalau besok penelitiannya masih lanjut, mau diajarin apa lagi yang belum jelas?
S1	: Nulis lagi, mbak? Mmmm, <i>grammarnya</i> masih bingung.
S2	: Sama, mbak.
P	: Terimakasih.

INTERVIEW TRANSCRIPT	
Nomor	: IT.12/13/11/14
Hari, Tanggal	: Kamis, 13 November, Pukul 13.00
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview setelah melakukan penelitian
Responden	: P (Peneliti)
	S1 (Cahya) S2 (Dwi)
P	: Halo Cahya dan Dwi. Mbak minta waktu kalian sebentar ya sebelum pulang. Mbak dibantu sedikit lagi.
S1	: Iya, mbak. Mau wawancara ya?
P	: Iya dik. Jadi menurut kalian <i>mind mapping technique</i> itu gimana?
S1	: Menyenangkan mbak. Aku suka karena nggambar dan berwarna.
P	: Apa <i>mind mapping</i> membantu kamu menulis?
S1	: Iya mbak. Setelah pakai <i>mind mapping</i> aku merasa lebih gampang dapet ide dan sekarang kalau nulis jadi lebih cepet.
S2	: Aku juga suka <i>mind mapping</i> . Sekarang kalau nulis bisa panjang dan isinya lebih teratur.

P	: Menurut kalian, kemampuan menulis kalian meningkat nggak?
S2	: Hahaha, iya paling mbak. Tapi kalau nilainya bagus atau enggak ya belum tau.
P	: Oke .. Insyaalloh nilai kalian lebih bagus dari yang kemarin-kemarin kok, dik.
S1	: Mudah-mudahan mbak.
P	: Oke , jadi besok kalau kalian menulis mau pakai <i>mind mapping</i> nggak?
S1	: Boleh juga sih mbak.
P	: Haha iya dik, diterapkan juga buat teks lain ya, supaya besok-besok pinter nulis.
S1	: Haha iya mbak <i>Insyaallah</i> .
P	: Oke gitu aja. Terimakasih ya, dik.
S1, 2	: Iya ...

INTERVIEW TRANSCRIPT	
Nomor	: IT.13/13/11/14
Hari, Tanggal	: Kamis, 13 November, Pukul 13.10
Tempat	: Ruang Kelas VIII A
Kegiatan	: Interview setelah melakukan penelitian
Responden	: P (Peneliti)
	S1 (Arum) S2 (Ranti)
P	: Halo Arum sama Ranti. MBak mau tanya sebentar ya. Gak buru-buru pulang kan?
S1	: Belum mau pulang juga kok mbak.
P	: Oke. Jadi menurut kalian <i>mind mapping</i> itu gimana? Kalian suka nggak?
S1	: Suka mbak. Warna-warni soalnya.
S2	: Iya aku juga suka bikin warna-warninya. Liatnya gak bosan.
P	: Menurut kalian, membantu dalam menulis nggak? Kalau iya dalam hal apa?
S1	: Membantu, mbak. Jadi nggak terlalu bingung mau nulis apa. Kalau dulu

kan langsung nulis ya, jadi bingung banget.

P : Kalau kamu?

S2 : Dalam mencari ide mbak. Lebih tersusun juga kalimat-kalimatnya.

P : Oke.. Terus menurut kalian kemampuan menulis kalian meningkat nggak?

S1 : Iya sih mbak. Pokoknya kalau nulis udah nggak sebingung dulu lah. Idenya lebih gampang datang.

S2 : Kayaknya ya iya. Paling kalau dulu kan nulisnya sedikit, sekarang lebih banyak.

P : Besok-besok mau mencoba *mind mapping* lagi?

S1, 2 : Mungkin mbak. Nanti kalau disuruh nulis lagi.

P : Dicoba untuk teks lain juga ya, dik. Oke terimakasih atas waktunya.

S1, 2 : Sama-sama.

APPENDIX C

COURSE GRIDS

COURSE GRID CYCLE I

Core Competencies	Basic Competencies	Materials	Input Text	Activities	Indicators	Time
1. Menghargai dan menghayati ajaran agama yang dianutnya	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1. Example of the text: My Father, My Best Friend I have a best friend and he is my father. His name is John Davis. He is 45 years old now. My father is very handsome and fashionable. He is tall and his body looks strong. He has blue eyes and a pointed nose. His hair is wavy and its color is brunette. People will think that he is younger than his age.	Descriptive text	BKOF 1. Findings meanings of adjectives related to physical appearance and people's personality. 2. Matching pictures with their correct description. 3. Filling crossword puzzle related to personality.	1. Findings meanings of adjectives related to physical appearance and people's personality. 2. Matching pictures with their correct description. 3. Filling crossword puzzle related to personality. 4. Finding specific information from the texts.	3 x 40 minutes
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.10 Menerapkan	My father is very talented. He can play guitar		MDOT 4. Finding specific		

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, dan pendek dan sederhana, sesuai dengan konteks penggunaannya.	and sing many songs. Every evening, my father teaches me playing guitar. We choose our favorite song and sing it together. Sometimes, he tells me jokes that make me burst into laughter. He is very humorous. It is so fun to spend my time with him. My father is the best father in the world.		information from the texts. 5. Comparing two descriptive texts and finding the generic structure and the language feature. 6. Completing mind maps from information from the texts. 7. Putting verbs into the correct form. 8. Describing pictures with three simple sentences each pictures. 9. Arranging jumbled paragraphs to make a good	5. Comparing two descriptive texts and finding the generic structure and the language feature. 6. Completing mind maps from information from the texts. 7. Putting verbs into the correct form.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan	4. 12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks,	2. Present tense, adjectives, relating verbs,		JCOT 7. Putting verbs into the correct form. 8. Describing pictures with three simple sentences each pictures. 9. Arranging	7. Putting verbs into the correct form. 8. Describing pictures with three simple sentences each pictures. 9. Arranging jumbled paragraphs to make a good

membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	dan unsur kebahasaan yang benar dan sesuai konteks.			<p>jumbled paragraphs to make a good descriptive text.</p> <p>ICOT</p> <p>10. Writing a descriptive text using mind-mapping technique.</p>	<p>descriptive text.</p> <p>10. Writing a descriptive text using mind-mapping technique.</p>	
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COURSE GRID CYCLE II

Core Competencies	Basic Competencies	Materials	Input Text	Activities	Indicators	Time
1. Menghargai dan menghayati ajaran agama yang dianutnya	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1. Example of the text: Rosa, My Best Friend I have a best friend. Her name is Rosa Ardiyati. I call her Ojack. She was born on 27 March 1991. Rosa was my class mate when I was in junior high school. But, we are still see each other until now. My friend is a beautiful girl. She has a dimple which appears when she smiles. She also has a pointed nose and tanned skin. Her body is slim	Descriptive text	BKOF 1. Labeling pictures of hobbies. MDOT 2. Finding specific information from the texts. 3. Making mind maps from information from the texts. 4. Making a mind map from a text. JCOT 5. Putting the verbs into the correct	1. Labeling pictures of hobbies. 2. Finding specific information from the texts. 3. Deciding whether or not the statements are true based on the texts. 4. Making a mind map from a text. 5. Putting the verbs into the	2 x 40 minutes
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi					

dan keberadaannya	fungsiional.	and tall. She stands for about 165 cm. Everyday, she wears Muslim outfit. Most of her clothes are bright and colorful. She does not like dark color and she's quite a fashionable girl. In my opinion, Rosa is a really great friend. She is always there whenever I need her. She often helps me with my problem and gives me some advice for it. Besides that, Rosa is an independent girl. She works as a freelance English tutor to get her own pocket money. She buys most of outfits and school needs with it because she doesn't want to bother her parents Rosa has a lot of hobbies. Firstly, she likes		form. 6. Making a simple descriptive text from a mind map given. ICOT 7. Writing a descriptive text using mind-mapping technique.	correct form. 6. Making a simple descriptive text from a mind map given. 7. Writing a descriptive text using mind-mapping technique.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.				
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai,	4. 12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang				

merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	reading comics. Her most favorite comics are <i>Naruto</i> , <i>Perfect Girl Evolution</i> , and <i>Hi Miiko!</i> . Sometimes, we go to a book store and read some comics for free. Secondly, she likes watching movies and serial but we do not watch them in cinema. It spends a lot of money. We often buy a lot of snacks and watch movies together in her house. Thirdly, she likes cooking. She likes trying new recipes. When she makes cookies or cakes, she goes to my house to let me have a bite. I hope our friendship will last forever.			
		2. Present tense, adjectives, relating verbs,			

APPENDIX D

LESSON PLANS

LESSON PLAN CYCLE I (RENCANA PELAKSANAAN PEMBELAJARAN CYCLE I)

School : SMP N 1 Imogiri
 Subject : English
 Grade/Semester : VIII/ 1
 Number of session(s) : 3 x 40 minutes
 Skill : Writing
 Text type : Descriptive Text
 Topic : My Family

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Basic Competence	Indicators
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1. Findings meanings of adjectives and nouns related to physical appearance. 2. Matching pictures with their correct description.
2.	2.3. Menunjukkan perilaku tanggung jawab, peduli,	3. Filling crossword puzzle related to personality.

	kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	4. Finding specific information from the texts.
3.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	5. Comparing two descriptive texts and finding the generic structure and language feature. 6. Completing mind maps from information from descriptive texts. 7. Put predicates in the correct form of simple present tense. 8. Describing pictures with some simple sentences.
4.	8.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	9. Arranging jumbled paragraphs into a good descriptive text. 10. Writing a descriptive text using mind-mapping technique.

C. Learning Objectives

After the students being taught and trained, the students are able to:

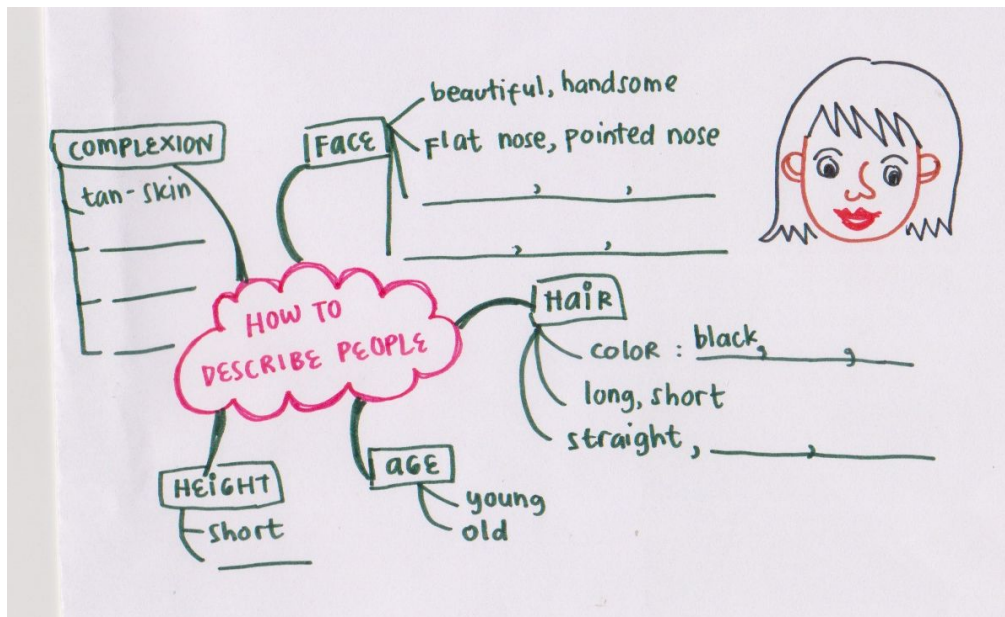
1. Find meanings of adjectives and nouns related to physical appearance.
2. Match pictures with their correct description.
3. Fill crossword puzzle related to personality.
4. Find specific information from the texts (answer questions from the teacher orally).

5. Compare two descriptive texts and find the generic structure and language feature.
6. Complete mind maps from information from the texts.
7. Put predicates in the correct form of simple present tense.
8. Describe pictures with simple sentences.
9. Arrange jumbled paragraphs into a good descriptive text.
10. Write a descriptive text using mind-mapping technique.

D. Material

BUILDING KNOWLEDGE OF FIELD

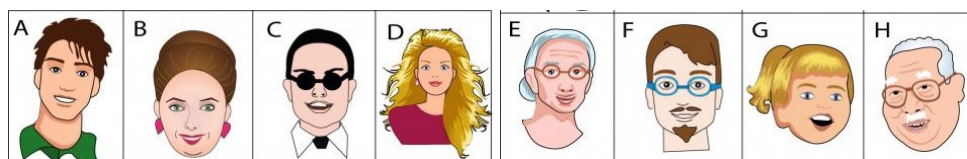
Task 1. Find the meaning of these words with your friends and teachers. Then explore more vocabularies about people's appearance.



APPEARANCE					
Face	Hair	Build	Complexion	Height	Age
Beautiful Pretty Handsome Good-looking	Brunette Black Blonde Gray Long	Skinny Thin Slim Slender Fat	Fair skin (n) Tanned skin (n) Dark skin (n)	Tall Short Medium height	Young Middle-aged Old

Flat nose (n)	Short	Bonny			
Sharp nose (n)	Medium length hair (n)	Well build body (n)			
Wrinkles (n)	Bald				
Beard (n)	Straight				
Moustache (n)	Wavy				
	Curly				

Task 2. Match the pictures below with their correct description.



<p>1. She has long hair. The hair is black.</p> <p>2. She has blonde hair. She is a little girl.</p> <p>3. He wears glasses. He has moustache and beard.</p> <p>4. She has blonde hair. Her hair is long.</p> <p>5. He has brunette hair. He wears dark sunglasses.</p>	<p>6. He has gray hair. He is young.</p> <p>7. He wears glasses. He is old.</p> <p>8. She has brunette hair. She is a middle aged woman.</p> <p>9. He has brunette hair. He is good looking.</p> <p>10. She is old. She wears glasses.</p>
---	--

Task 3. Find the meaning of these words with your friends and teacher.

PERSONALITY	
Friendly	unfriendly
Kind	mean
Generous	mean
Cheerful	miserable
easy going	tense

Diligent/ hard-working	lazy
Reliable	unreliable
bright/ clever/ smart	stupid
Confident	shy
Polite	impolite
Patient	impatient
Humble	arrogant
Independent	dependent

PERSONALITY CROSSWORD

Task 4. Fill this crossword with your pair.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														

ACROSS

1J	She can understand teacher's explanation quickly and she gets A for most of all of the lessons in the school.
3C	In school, he has a lot of friend. Every morning, he greets everyone he knows. He can make people feel comfortable around him.
6K	He never does his homework and he never pays attention to the teacher.
8E	Though she is very smart, she doesn't brag about it.
11A	She can take care of all her need by herself. She doesn't want to bother her parents.

DOWN

1J	He is nervous and uncomfortable to meet new friends.
1L	She always brags about her money and achievement.
2F	When we have lunch together, she often treats me.
6I	He always goes to school early, does all of his homework, and still has time to help his parents.

MODELLING AND DECONSTRUCTING OF THE TEXT

Task 5. Read the texts below and then discuss the content with your teacher.

Answer the questions from your teacher orally.

My Father My Best Friend



I have a best friend and he is my father. His name is John Davis. He is 45 years old now.

My father is very handsome and fashionable. He is tall and his body looks strong. He has blue eyes and a pointed nose. His hair is wavy and its color is brunette. People will think that he is younger than his age.

My father is very talented. He can play guitar and sing many songs. Every evening, my father teaches me playing guitar. We choose our favorite song and sing it together. Sometimes, he tells me jokes that make me burst into laughter. He is very humorous. It is so fun to spend my time with him. My father is the best father in the world. (by: Ajeng)

Task 6. Read the texts below and then discuss the content with your teacher. Answer the questions from your teacher orally.

My Mother is My Inspiration



I have a wonderful mother. Her name is Erica Johnson. She is 30 years old.

My mother is beautiful. She has brown eyes and sweet smile. Her hair is blond and wavy. Her skin is white and clean. She takes care of it everyday.

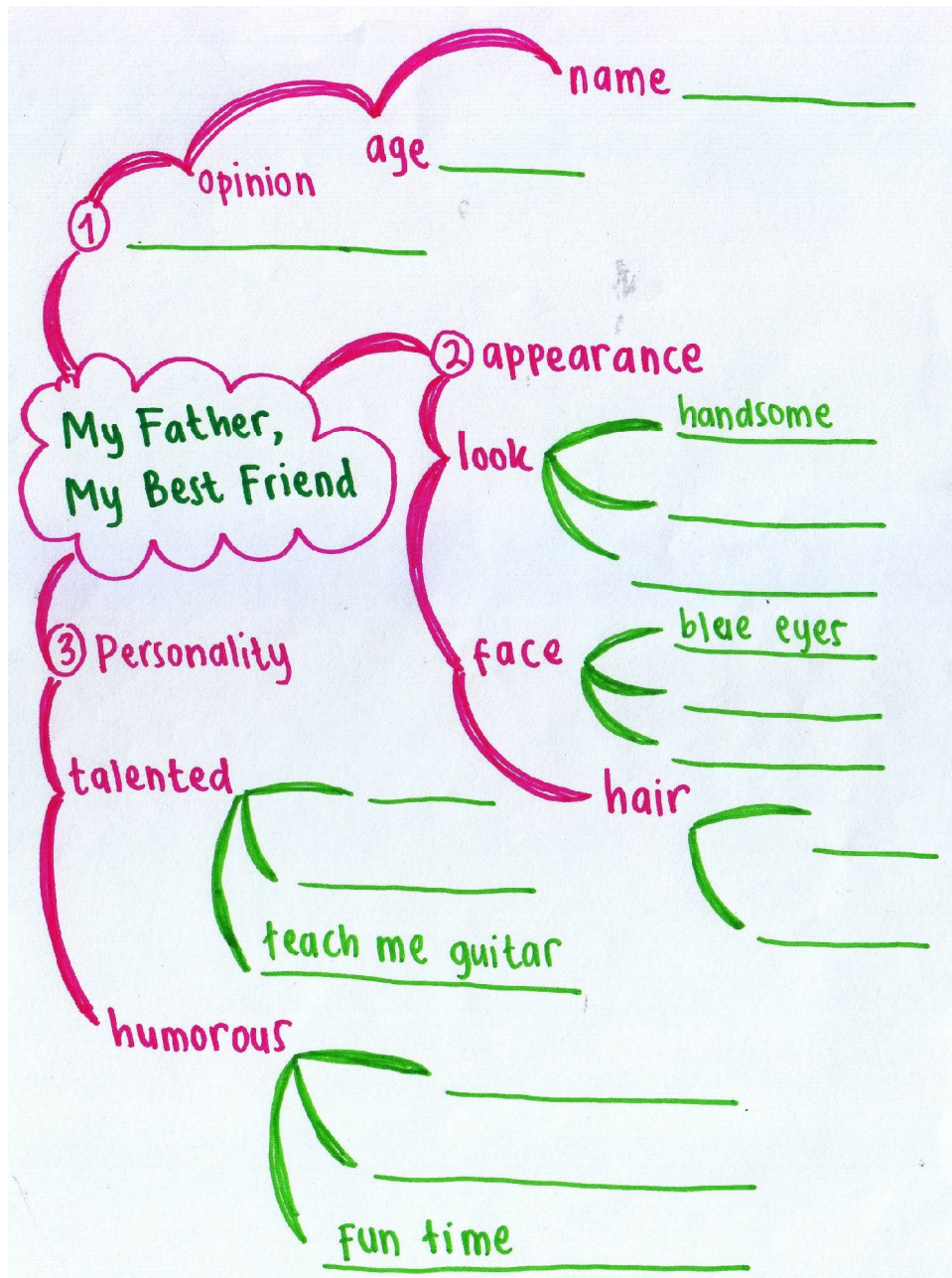
My mother is a hard-working person. Everyday, she wakes up early and takes care of everything at home. Then, she goes to work. She is an excellent English teacher. My mother is also very kind. She always cooks me my favorite foods and always helps me with my homework. In spare time, she often takes me to a beach. We swim together and have a lot of fun there. However, sometimes my mother can be very strict. She scolds me if I ever do something wrong or lose control of myself. I am okay with it. It means she cares about me. Someday, I want to be a great mother just like her. (by: Ajeng)

Task 7. Read the texts again and then compare the content of the texts and pay attention to the predicates to find the generic structure and language feature of descriptive text. Discuss it with your friends and teacher.

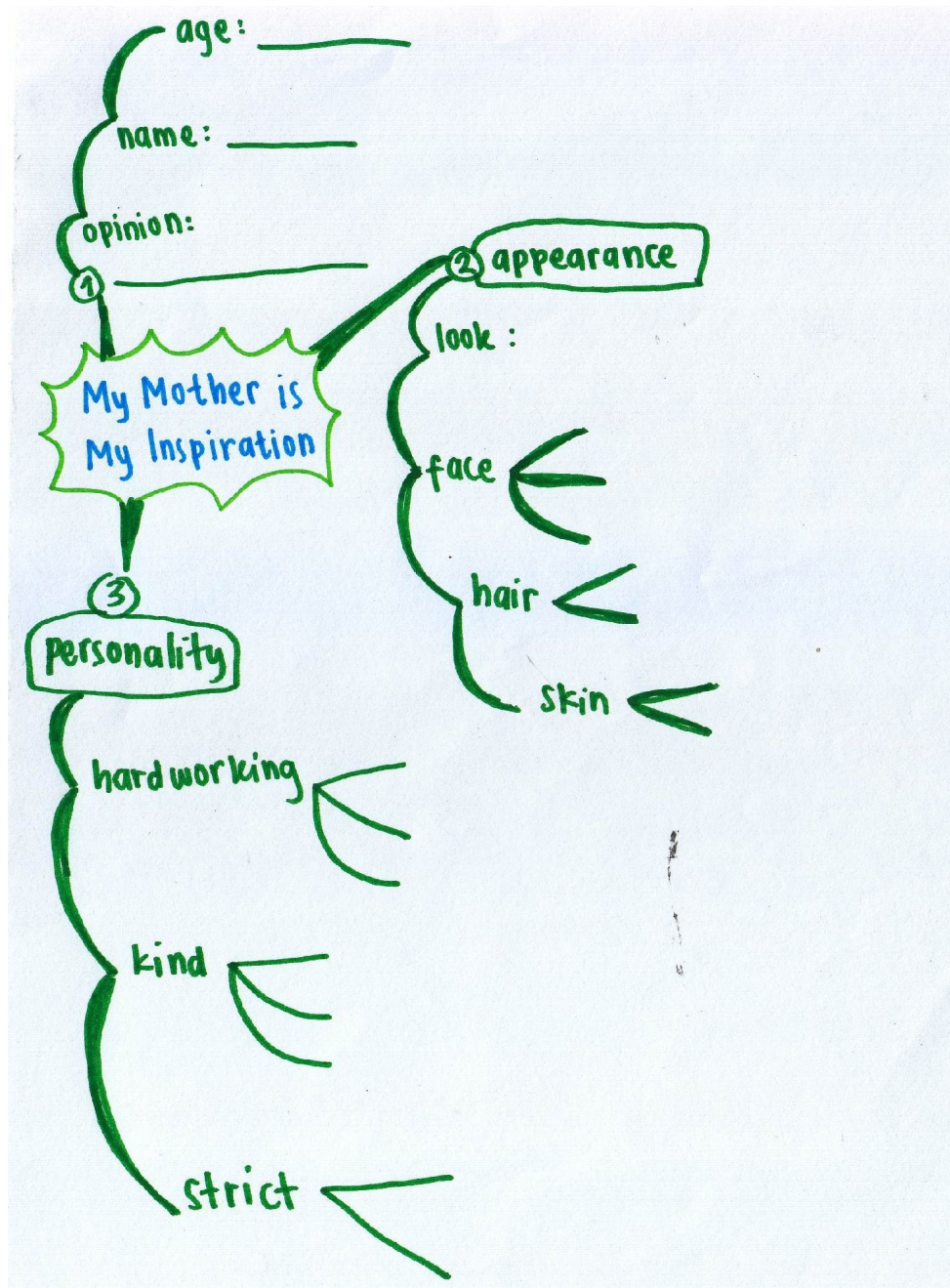
	My Father, My Best Friend	My Mother is My Inspiration
Para 1		
Para 2		
Para 3		

Task 8. Fill in the incomplete mind maps below with the information from the texts.

Mind Map for text My Father, My Best Friend.



Mind Map for text My Mother is My Inspiration



Descriptive Text

Descriptive text is used to describe something; it can be places, people, animals, or things around us.

➤ **Generic structure**

- Title : indicates topic of the text
- Identification : introduces the topic of the texts, it contains general statements
- Description : provides details of topic

➤ **Language Feature**

- Uses simple present tense
- Uses adjective

SIMPLE PRESENT TENSE

Subject + Predicate

With VERB

- We use simple present tense to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or that something is true in general. It's not important whether the action is happening at the time of speaking.

E.g:

1. The sun rises at the east. (S tunggal + Verb/s/ es)
2. Linda has black hair.
3. The river Amazon flows into the Atlantic Ocean.
4. Bees make honey. (S jamak + Verb)
5. Stars shine at night.
6. Herbivores eat meats.

- We use simple present tense to say how often we do things (habit).

E.g:

1. I get up at 8 o'clock every morning.
2. Rona and Daisy play volleyball once a week.
3. Everyday, we go to school at 7 o'clock.
4. He drinks milk every morning.
5. Joanna always sits in the front row of the class.
6. Sometimes, my cat eats grass.

With To be (is, am, are)

➤ We use to be with adjective.

1. Linda's hair is black.
2. Mr. Brown is very hard-working.
3. Those students are lazy.
4. Flowers are beautiful.
5. Samsung Galaxy and Sony Experia are expensive.

➤ We use to be with noun

1. Mr. Brown is a hard-working person.
2. Ms. Eko is a teacher.
3. Rosa and Rifqi are my friends.
4. My favorite foods are meatball, say, and fried rice.

Task 9. Work in pair, put the predicates into the correct form and analyze the generic structure.

My Niece, Syafaa

I have a niece, her name (to be) As Syafaa Marwah. I (call) her Syafaa. She was born in 21 July 2010. She (to be) 4 years old now.

Syafaa (to be) a very cute little girl. She (have) big round eyes and red lips. Her skin (to be) till so soft and bright. Her hair (to be) straight and short. Her body (to be) bonny. If you meet her, you (want) to kiss her.

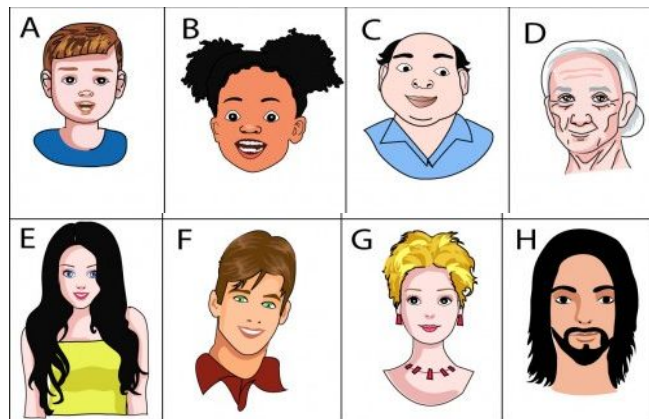
Syafaa (to be) very energetic. She (wake up) at 6 o'clock every morning then (take a bath). When her mother (bath) her, she (to be) very happy. She always (splash) the water and (laugh) loudly. At noon, she (run) around the house

and (play) with anything she finds. Sometimes, her mother and her mother (to be) tired to follow her.

Syafaa (to be) also very funny. Every time she (hear) music, she (dance). She (move) her hips and (nod) her head repeatedly. She always brings laughter to our house. We (to be) very grateful to have her. (by: Ajeng)

JOINT CONSTRUCTION OF THE TEXT

Task 10. Make a simple description for each picture (3 sentences for each picture)



A	He is young. His hair is brown. He has short hair.
B	
C	
D	
E	
F	
G	
H	

Task 11. Arrange the jumbled paragraphs below to make a good descriptive text. Put number beside the table to show the right arrangement.

NO	My Strong Grandmother
	My grandmother is also a caring person. Every time I visit her, she always cooks me a lot of foods and teaches me how to cook them. Sometimes, she also takes me to her farm. There, she teaches me how to plant vegetables and how to harvest them. She says that she will give the farm to me someday. I love my grandma. I always wish her a healthy and happy live.
	My grandmother is strong and healthy. Unlike the other women in her seventies, my grandmother still likes working and doing many things. Every morning she wakes up early and feeds her chickens. Then, she goes to her farm. There, she plants many kinds of vegetables.
	I have a grandmother. Her name is Rubi. She is 75 years old now. She lives with my grandfather in a beautiful village called Kedungmiri.
	My grandmother looks really old. She has a lot of freckles and wrinkles on her face. Her hair is long and is white. Everyday, she wears <i>kebaya</i> and <i>jarik</i> . She is a traditional Javanese woman.

INDEPENDENT CONSTRUCTION OF THE TEXT

Task. 12 : Final Project
<ol style="list-style-type: none"> 1. Write a descriptive text about your family using mind mapping -technique. It can be your mother, your father, your brother or your sister. 2. First of all, make a mind map about what you want to write. 3. Then, make a draft from your mind map. 4. After that, if you are confident with your draft, write it. Good luck!

E. Source

1. Murphy, Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

2. Pictures: www.Kids-pages.com

F. Method

Genre Based Approach (GBA):

1. Building Knowledge of The Field (BKOF)
2. Modeling and Deconstructing of The Text (MOT)
3. Joint Construction of The Text (JCOT)
4. Individual Construction of The Text (ICOT)

G.Steps

Pre Activity	<ol style="list-style-type: none"> 1. The researcher introduces himself to the students. 2. The researcher calls the students' name one by one. 3. The researcher starts the class activities by saying prayer.
BKOF	<ol style="list-style-type: none"> 1. The researcher asks some questions about the related topic (describing family) and explains what the students will learn. Then, the researcher asks the students about how to describe people. 2. The students are to do Task. 1. They are to find and discuss the meanings of words related to physical appearance with their friends and the researcher. 3. The students are to do Task. 2. They are to match the pictures with their correct description. Then, the students are to discuss the answer with their friends and the researcher. 4. The students are to do Task. 3. They are to find and discuss the meaning of words related to personality with their friends and researcher. The researcher encourages students to ask and to express their opinion. 5. The students are to do Task. 4. They are to fill the crossword about personality in pairs. After that, they are to discuss the answer with their friends and researcher. The researcher guides the students and gives feedback.

MDOT

1. The researcher gives an example of descriptive text and explains what students should do. The students are to do Task. 5. They are to read the text in pairs and then discuss the content with the teacher and answer the teacher’s questions about the text orally.

Students are to do Task 6. They are to read the text in pairs and then discuss the content with the teacher and answer the teacher’s questions about the text orally.

2. Students are to do Task. 7. They are to compare text **My Father is My Best Friend** and **My mother is My Inspiration** with the help of the researcher. The researcher prepares a table on the board:

Content of	My Father is My Best Friend	My mother is My Inspiration
Par 1		
Par 2		
Par 3		

The researcher encourages students to express their opinion by asking some questions like “What is the content of paragraph one?” “What about in paragraph two?” then, the researcher explains about the generic structure of the text. Next the students are to pay attention to the predicates in the texts and are to find the language feature with the help of the teacher.

3. Students are to do Task 8. They are to complete the incomplete mind maps with the information from the texts. Then, the students and the teacher discuss the answer together.

4. The researcher explains about how to use Simple Present Tense to the students and gives some example. She asks students to make a simple present tense sentence together.

5. Students are to do Task 9. They are to read a text and put the predicates into the correct form. Then, they are to discuss the answer with the researcher.

JCOT	<p>1. Students are to do Task 10. They are to make simple description for some pictures given. Then, they are to discuss it with their friends. The researcher guides the discussion and encourages students to express their opinion.</p> <p>2. Students are to do Task 11. They are to arrange jumbled paragraphs to make good descriptive text. Then, the teacher and students discuss the answer together.</p>
ICOT	<p>1. Students are to do final project individually. They are to make a descriptive text about their family. First of all, they are to make a mind map about it. Then, they are to make a draft from the mind maps. Finally they are to make a text from their draft.</p>

F. Assessment

Identification

This assessment will be conducted for students of SMP N 1Imogiri at VIII grade, to assess the students' progress in understanding how to write a descriptive text through mind mapping- technique.

Objectives of the assessment	Indicators	Form of the assessment	Number of test items
Write a descriptive text about your family using mind mapping - technique. It can be your mother, your father, your brother or your sister.	Writing a descriptive text about your family using mind mapping - technique. It can be your mother, your father, your brother or your sister.	Open ended	1

Task. 12 : Final Project
1. Write a descriptive text about your family using mind mapping -technique. It can be your mother, your father, your brother or your sister.

2. First of all, make a mind map about what you want to write.
3. Then, make a draft from your mind map. You can consult your draft to your friends and teacher.
4. After that, if you are confident with your draft, write it. Good luck!

Writing Assessment Rubric

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of

			English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Materials	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate
Total score			100

Jacob et al.'s (1981)

LESSON PLAN CYCLE II (RENCANA PELAKSANAAN PEMBELAJARAN CYCLE II)

School : SMP N 1 Imogiri
 Subject : English
 Grade/Semester : VIII/ 1
 Number of session(s) : 2 x 40 minutes
 Skill : Writing
 Text type : Descriptive Text
 Topic : I have a best friend

H. Core Competence

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Basic Competence	Indicators
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	11. Labeling pictures of hobbies. 12. Finding specific information from the texts.
2.	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	13. Completing mind maps from

3.	3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	information from the texts. 14. Making a mind map from a text. 15. Putting predicates into the correct form. 16. Writing a descriptive text using mind-mapping technique.
4.	12.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

J. Learning Objectives

After the students being taught and trained, the students are able to:

1. Label pictures of hobbies.
2. Find specific information from the texts.
3. Complete mind maps from information from the texts.
4. Make a mind map from a text.
5. Put predicates in the correct form of simple present tense.
6. Write a descriptive text using mind-mapping technique.

K. Materials

BUILDING KNOWLEDGE OF THE FIELD

Task 1. What hobbies are these?

<ul style="list-style-type: none"> • Photography • cycling • browsing/ using the internet 	<ul style="list-style-type: none"> • swimming • gardening • playing music • collecting 	<ul style="list-style-type: none"> • watching television • playing games • singing
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• listening to music	stamps	• cooking
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MODELLING THE TEXT

Task 2. Read the text below and then answer the question from your teacher orally.



Rosa,

My Best Friend

I have a best friend. Her name is Rosa Ardiyati. I call her Ojack. She was born on 27 March 1991. Rosa was my class mate when I was in junior high school. But, we still see each other until

now.

My friend is a beautiful girl. She has a dimple which appears when she smiles. She also has a pointed nose and tanned skin. Her body is slim and tall. She

stands for about 165 cm. Everyday, she wears Muslim outfit. Most of her clothes are bright and colorful. She does not like dark color and she's quite a fashionable girl.

In my opinion, Rosa is a really great friend. She is always there whenever I need her. She often helps me with my problem and gives me some advice for it. Besides that, Rosa is an independent girl. She works as a freelance English tutor to get her own pocket money. She buys most of outfits and school needs with it because she doesn't want to bother her parents

Rosa has a lot of hobbies. Firstly, she likes reading comics. Her most favorite comics are *Naruto*, *Perfect Girl Evolution*, and *Hi Miiko!*. Sometimes, we go to a book store and read some comics for free. Secondly, she likes watching movies and serial but we do not watch them in cinema. It spends a lot of money. We often buy a lot of snacks and watch movies together in her house. Thirdly, she likes cooking. She likes trying new recipes. When she makes cookies or cakes, she goes to my house to let me have a bite. I hope our friendship will last forever.

Task 3. Make a mind map from the text above.

JOINT CONSTRUCTION OF THE TEXT

HOBBIES

- What is your hobby?

My hobby is swimming.

I like swimming.

- What are your hobbies?

My hobbies are swimming, cooking, and dancing.

I like singing, cooking, and dancing.

I, you, we, they, plural object	LIKE	hobbies
He, she, it, singular object	LIKES	

SIMPLE PRESENT TENSE (negative sentence)

➤ **Negative sentences with verb**

I, you, we, they, plural object	DO NOT	VERB
He, she, it, singular object	DOES NOT	VERB

- Students wear uniform to school.
They do not wear T-shirt.
- In their bands, Erros and Andra play guitar.
They do not play drum.
- Whales breathe with lungs.
They do not breathe with gills.
- Rosa watches movies at home.
- She does not watch movie at cinema.
- The earth goes around the sun.
It does not go around the moon.
- Water boils at 100 degree Celsius.
It does not boil at 0 degree Celsius.

➤ **Negative sentences with to be.**

I	Am not	I am not a student.
You, we, they, plural object	Are not	They are not tall.
He, she, it, singular object	Is not	He is not patient.

- My friend's name is Rosa.
Her name is not Rona.
- The sun is a star.
It is not a planet.
- Gudeg is sweet.
It is not salty.
- Miss Ajeng is an English teacher.
- She is not a math teacher.
- England and Germany are in Europe.
They are not in America.
- Whales and dolphins are mammals.
They are not fish.

F. Method

Genre Based Approach (GBA):

5. BKOF (Building Knowledge of The Field)
6. MOT (Modeling of The Text)
7. JCOT (Joint Construction of The Text)
8. ICOT (Individual Construction of The Text)

L. Steps

Pre Activity	<ol style="list-style-type: none">4. The researcher greets the students.5. The researcher calls the students' name one by one.6. The researcher starts the class activities by saying prayer.
BKOF	<ol style="list-style-type: none">6. The researcher asks some questions about the related topic (hobbies) and explains what the students will learn.7. The students are to do Task 1. They are to label pictures of hobbies. The researcher guides the students to find kinds of hobbies.
MOT	<ol style="list-style-type: none">1. The students are to do Task 2. They are read a text entitled <i>Rosa, My Best Friend</i> for five minutes and answer the questions given by the teacher about the text orally.2. The students are to do Task 3. They are to present the text in Task 2 in the form of a mind map. Then, the teacher and students discuss the answer together.
JCOT	<ol style="list-style-type: none">1. The students are to listen to the researcher explanation about hobbies and simple present tense. After that, the students are to make some sentences together with the teacher.2. The students are to do Task 4 individually. Put the predicates into the correct form and then analyze the generic structure (individually). Then, they are to discuss the answer with the researcher. The researcher gives feedback and chances to ask.

ICOT	1. Students are to do final project individually. They are to make a descriptive text about their best friend. First of all, they are to make a mind map about it. Then, they are to make a draft from the mind maps. Finally they are to make a text from their draft.
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F. Assessment (Post- Test)

Identification

This assessment will be conducted for students of SMP N 1Imogiri at VIII grade, to assess the students' progress in understanding how to write a descriptive text through mind mapping- technique.

Objectives of the assessment	Indicators	Form of the assessment	Number of test items
Write a descriptive text about your best friend using mind mapping - technique.	Writing a descriptive text about your best friend using mind mapping -technique.	Open ended	1

Task. 7 : Final Project
<p>9. Write a descriptive text about your best friend using mind mapping - technique.</p> <p>10. First of all, make a mind map about what you want to write.</p> <p>11. Then, make a draft from your mind map. You can consult your draft to your friends and teacher.</p> <p>12. After that, if you are confident with your draft, write it. Good luck!</p>

Writing Assessment Rubric

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis,

			mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Materials	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate
Total score			100

Jacob et al.'s (1981)

Imogiri, October 2014

Researcher

English Teacher

Sri Mulyo Ekowati, S.Pd
NIP: 19621012 1984121004

Ajeng Latifah Fitrianti
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APPENDIX E

PRE-TEST AND

POST-TEST

PRE- TEST

Identification

This assessment will be conducted for students of SMP N 1 Imogiri at VIII grade, to assess the students' skill in writing a descriptive text before the implementation of mind mapping- technique.

Objectives of the assessment	Indicators	Form of the assessment	Number of test items
Write a descriptive text about one of your family; it can be your mother, father, or sister.	Writing a descriptive text about one of your family; it can be your mother, father, or sister.	Open ended	1

PRE-TEST
13. Write a descriptive text about your one of your family. It can be your mother, father, or your sister.

Writing Assessment Rubric

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical

			but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Materials	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by

			errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate
Total score			100

Jacob et al.'s (1981)

POST- TEST

Identification

This assessment will be conducted for students of SMP N 1 Imogiri at VIII grade, to assess the students' skill in writing a descriptive text before the implementation of mind mapping- technique.

Objectives of the assessment	Indicators	Form of the assessment	Number of test items
Write a descriptive text about one of your best friend.	Writing a descriptive text about one of your best friend.	Open ended	1

POST-TEST
1. Write a descriptive text about your one of your best friend.

Writing Assessment Rubric

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register

	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Materials	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate
Total score			100

Jacob et al.'s (1981

APPENDIX F

STUDENTS'

SCORES

THE RESULT OF PRE-TEST

NO	Name	A	B	C	D	E	TOTAL
1	Adrinashinta	19	13	13	18	4	67
2	Alda Adiatma	17	13	13	21	5	69
3	Andri Kusyanto	21	15	14	19	4	73
4	Anggun Putri	20	14	14	18	4	70
5	Anis Farisa	22	15	15	18	4	74
6	Arina Dwi	18	14	15	18	4	69
7	Arum Puspita	21	14	13	18	4	70
8	Azka Kayyisa	22	18	14	19	3	76
9	Cahya Ardhika	23	17	14	20	4	78
10	Devitry Nurma	22	14	14	20	4	74
11	Dwi Santoso	21	15	17	17	3	73
12	Eksa Saifudin	20	14	14	18	4	70
13	Erdiansyah	18	14	14	18	3	67
14	Erlina	17	15	14	17	4	67
15	Evania Esmeralda	22	16	15	19	4	76
16	Fairus Rahmi	21	14	14	20	4	73
17	Fajrul Fallah	17	12	14	21	4	68
18	Fatoni	21	14	14	18	4	71
19	Febri	22	15	15	19	4	75
20	Graitto Fendy	18	13	14	22	4	71
21	Hafid Ainur	22	13	14	18	4	71
22	Hanif sukma	20	13	14	17	3	67
23	Prestya	22	15	15	18	4	74
24	Ranti Yulita	23	14	14	18	4	73
25	Reza	17	13	14	22	4	70
26	Siti Nur	18	14	16	19	3	70
27	Sofi Z	22	15	14	18	3	72
28	Sri Lestari	20	12	14	18	4	68
29	Susilo Dwi	21	14	14	18	3	70
30	Tiara Nov	26	17	16	20	4	83
	MEAN	20.43	14.30	14.30	18.80	3.80	71.63

A: Content
B: Organization
C: Vocabulary
D: Language Use
E: Material

THE RESULT OF PROGRESS TEST

NO	NAMA	A	B	C	D	E	TOTAL
1	Adrinashinta	23	16	14	18	4	75
2	Alda Adiatma	21	15	14	22	4	76
3	Andri Kusyanto	23	16	14	18	4	75
4	Anggun Putri	23	15	14	19	4	75
5	Anis Farisa	24	16	15	19	4	78
6	Arina Dwi	20	14	15	18	4	71
7	Arum Puspita	23	16	14	20	4	77
8	Azka Kayyisa	23	18	14	19	4	78
9	Cahya Ardhika	23	18	15	18	4	78
10	Devitry Nurma	23	17	14	18	4	76
11	Dwi Santoso	22	16	17	17	4	76
12	Eksa Saifudin	23	16	14	15	3	71
13	Erdiansyah	22	16	15	18	4	75
14	Erlina	18	16	14	17	4	69
15	Evania Esmeralda	24	17	15	19	4	79
16	Fairus Rahmi	22	15	15	20	4	76
17	Fajrul Fallah	20	15	14	20	4	73
18	Fatoni	21	16	15	18	4	74
19	Febri	23	15	15	19	4	76
20	Graitto Fendy	21	14	14	20	4	73
21	Hafid Ainur	22	15	15	20	4	76
22	Hanif sukma	21	14	15	17	4	71
23	Prestya	24	16	15	19	4	78
24	Ranti Yulita	22	16	14	19	4	75
25	Reza	17	15	14	20	4	70
26	Siti Nur	20	16	16	18	4	74
27	Sofi Z	23	16	14	19	4	76
28	Sri Lestari	21	14	14	15	4	68
29	Susilo Dwi	21	16	15	18	3	73
30	Tiara Nov	26	17	18	19	4	84
	MEAN	21.97	15.73	14.70	18.53	3.94	74.87

A: Content
B: Organization
C: Vocabulary
D: Language Use
E: Material

THE RESULT OF POST-TEST

NO	NAMA	A	B	C	D	E	TOTAL
1	Adrinashinta	24	17	15	20	4	80
2	Alda Adiatma	22	16	15	23	4	80
3	Andri Kusyanto	24	17	15	19	4	79
4	Anggun Putri	24	16	16	21	4	81
5	Anis Farisa	25	16	16	20	4	81
6	Arina Dwi	19	14	15	18	4	70
7	Arum Puspita	23	17	15	21	4	80
8	Azka Kayyisa	23	18	15	20	4	80
9	Cahya Ardhika	24	18	15	18	4	79
10	Devitry Nurma	24	18	15	20	4	81
11	Dwi Santoso	23	16	17	17	4	77
12	Eksa Saifudin	24	17	15	15	4	75
13	Erdiansyah	23	17	16	19	4	79
14	Erlina	20	16	15	17	4	72
15	Evania Esmeralda	25	18	17	20	4	84
16	Fairus Rahmi	26	17	16	20	4	83
17	Fajrul Fallah	22	15	14	20	4	75
18	Fatoni	24	17	15	20	4	80
19	Febri	25	15	16	19	4	79
20	Graitto Fendy	23	16	14	20	4	77
21	Hafid Ainur	23	16	14	23	4	80
22	Hanif sukma	22	15	15	18	4	74
23	Prestya	24	17	15	19	4	79
24	Ranti Yulita	23	17	16	20	4	80
25	Reza	21	16	15	19	4	75
26	Siti Nur	22	17	16	18	4	77
27	Sofi Z	24	17	15	20	4	80
28	Sri Lestari	23	16	15	16	4	74
29	Susilo Dwi	23	16	15	18	4	76
30	Tiara Nov	26	17	19	20	4	86
	Mean	23.36	16.50	15.40	19.26	4.00	78.43

A: Content

B: Organization

C: Vocabulary

D: Language Use

E: Material

APPENDIX G

INTERVIEW

GUIDELINES

INTERVIEW GUIDELINES FOR TEACHER

A. Before Implementation

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

Blueprint

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

Question Items

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

6. What kind of difficulties that you find in teaching writing?
7. Have you ever used Mind Mapping in teaching writing?

B. After Implementation

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

Blueprint

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

Question Items

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

INTERVIEW GUIDELINES FOR STUDENTS

A. Before Implementation

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

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

Question Items

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

B. During Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terimakasih atas kesediaan Anda meluangkan waktu untuk *interview* ini. *Interview* ini akan berlangsung sekitar 10 menit.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items
1.	Activities in the learning process	1	1
2.	Material	3	1
3.	Teaching-learning process	4	1
4.	Problems in writing	2	1

Question Items

1. Apakah kegiatan kali ini dapat diikuti dengan baik?
2. Apakah Anda menemukan kesulitan dalam kegiatan belajar kali ini?
3. Bagaimana menurut Anda mengenai cara guru menyampaikan materi? Apakah sudah jelas?
4. Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/ baik?

C. After Implementation

Selamat pagi/ siang/ sore. Sebelumnya saya ucapkan terimakasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 10 menit.

Blueprint

No.	Topic Areas	Item Number	The Number of the Items

1.	Mind mapping technique	1, 2	2
2.	Writing ability	3	1

Question Items

1. Apakah *mind mapping* menarik? Kenapa?
2. Apakah penggunaan *mind mapping* dapat membantu kalian dalam menulis? Dalam hal apa?
3. Apakah ada peningkatan dalam hal tulisan atau kemampuan kalian menulis setelah mempelajari *mind mapping*? Misal dalam hal menuangkan ide, menyusun kalimat, membuat paragraf, memilih dan menggunakan kata yang sesuai, dll.

INTERVIEW GUIDELINES FOR COLLABORATOR

After Implementation

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

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

Question Items

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

APPENDIX H OBSERVATION CHECKLISTS

OBSERVATION CHECKLISTS

Cycle 1 (1st Meeting)

Day/ Date : Tuesday, 28 October 2014

Object : Researcher

Observer : Rina Kusumawati

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

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		
	5. Asking about students' knowledge about writing and the difficulties they find in writing	√		
	6. Explaining writing stages and why it is important	√		
	7. Explaining mind mapping technique, giving an example of a mind map, and explaining how it can help students to improve their writing skills	√		
B	Main			
	1. Asking about descriptive text and then giving example	√		
	2. Building students' vocabulary that are related to the topic	√		
	3. Asking the students to do task 1 and monitoring	√		
	4. Discussing the answer, explaining, and giving chances to ask	√		
	5. Asking the students to do task 2 and monitoring	√		
	6. Discussing the answer, explaining, and giving chances to ask	√		
	7. Asking the students to do task 3 and monitoring	√		
	8. Discussing the answer, explaining, and giving chances to ask	√		
	9. Asking the students to do task 4 and monitoring	√		
	10. Discussing the answer, explaining, and	√		

	giving chances to ask			
	11. Summarizing the lesson and giving chances to ask	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Cycle 1 (2nd Meeting)

Day/ Date : Thursday, 30 October 2014

Object : Researcher

Observer : Rina Kusumawati

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

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.		√	
	4. Checking the students' readiness.	√		
	5. Reminding the students about the latest lesson	√		
	6. Mentioning the learning objective.	√		
B	Main			
	1. Asking the students to do task 5 and monitoring	√		
	2. Discussing the answer, explaining, and giving chances to ask	√		
	3. Discussing the answer, explaining, and giving chances to ask	√		
	4. Asking the students to do task 6 and monitoring	√		
	5. Discussing the answer, explaining, and giving chances to ask	√		
	6. Guiding the students to find the generic structure and the language feature of descriptive text	√		
	7. Explain the use of generic structure in writing	√		
	8. Explaining again about mind mapping technique and how to do task 8	√		

	9. Asking the students to do Task 8 and monitoring.	√		
	10. Discussing the answer, explaining, and giving chances to ask	√		
	11. Summarizing the lesson for that day and giving chances to ask	√		
C	Closing			
	1. Reviewing the lesson.	√		
	2. Previewing the next meeting.	√		
	3. Saying thank you and ending the lesson.	√		

Cycle 1 (3rd Meeting)

Day/ Date : Tuesday, 4 November 2014

Object : Researcher

Observer : RinaKusumawati

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

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.		√	
	4. Checking the students' readiness.	√		
	5. Reminding the students about the latest lesson	√		
	6. Mentioning the learning objective.	√		
B	Main			
	7. Explaining the use of simple present tense in descriptive text and giving examples.	√		
	8. Giving chances to ask and giving chances to try making some sentences.	√		
	9. Discussing the answer, explaining, and giving chances to ask	√		
	10. Asking the students to do task 9 and monitoring	√		
	11. Discussing the answer, explaining, and giving chances to ask	√		
	12. Asking the students to do Task 10 and monitoring.	√		
	13. Discussing the answer, explaining, and	√		

	giving chances to ask			
	14. Summarizing the lesson for that day and giving chances to ask	√		
C	Closing			
	4. Reviewing the lesson.	√		
	5. Previewing the next meeting.	√		
	6. Saying thank you and ending the lesson.	√		

Cycle 2 (1st Meeting)

Day/ Date : Tuesday, 11 November 2014

Object : Researcher

Observer : RinaKusumawati

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

No.	Observation Items	Yes	No	Comment
A	Opening			
	1. Greeting the students.	√		
	2. Checking the students' attendance.	√		
	3. Leading Praying.	√		
	4. Checking the students' readiness.	√		
	5. Discussing the general mistakes made by the students in their writing	√		
	6. Recalling the students knowledge about the previous lesson and giving chances to ask	√		
	7. Mentioning the learning objective.	√		
B	Main			
	8. Explaining about the new topic	√		
	8. Giving chances to ask	√		
	9. Explaining again about the characteristic of mind mapping and descriptive texts	√		
	10. Asking the students to do task 1 and monitoring	√		
	11. Discussing the answer, explaining, and giving chances to ask	√		
	12. Asking the students to do Task 2 and monitoring.	√		
	13. Discussing the answer, explaining, and giving chances to ask	√		
	14. Asking the students to do Task 3 and	√		

	monitoring.			
	15. Discussing the answer, explaining, and giving chances to ask	√		
	16. Asking the students to do Task 4 and monitoring.	√		
	17. Discussing the answer, explaining, and giving chances to ask	√		
	18. Explaining that the next day students are to make a descriptive text	√		
	19. Asking the students to prepare a mind map and asking them to explore their creativity	√		
	20. Summarizing the lesson for that day and giving chances to ask	√		
C	Closing			
	21. Reviewing the lesson.	√		
	22. Previewing the next meeting.	√		
	23. Saying thank you and ending the lesson.	√		

APPENDIX I STUDENTS' ATTENDANCE LIST

ATTENDANCE LIST OF CLASS VIII A

NO	Name	Pre-test	Implementation					Post-test
		23/10/14	28/10/14	30/10/14	4/11/14	6/11/14	11/11/14	13/11/14
1	Adrinashinta	.	.	.	.	.	.	.
2	Alda Adiatma	.	.	.	.	.	.	.
3	Andri Kusyanto	.	.	.	.	.	.	.
4	Anggun Putri	.	.	.	.	.	.	.
5	Anis Farisa	.	.	.	.	.	.	.
6	Arina Dwi	.	.	.	.	.	.	.
7	Arum Puspita	.	.	.	.	.	.	.
8	Azka Kayyisa	.	.	.	.	.	.	.
9	Cahya Ardhika	.	.	.	.	.	.	.
10	Devitry Nurma	.	.	.	.	.	.	.
11	Dwi Santoso	.	.	.	.	.	.	.
12	Eksa Saifudin	.	.	.	.	.	.	.
13	Erdiansyah	.	.	.	.	.	.	.
14	Erlina	.	.	.	.	.	.	.
15	Evania Esmeralda	.	.	.	.	.	.	.
16	Fairus Rahmi	.	.	.	.	.	.	.
17	Fajrul Fallah	.	.	.	.	.	.	.
18	Fatoni	.	.	.	.	.	.	.
19	Febri	.	.	.	.	.	.	.
20	Graitto Fendy	.	.	.	.	.	.	.
21	Hafid Ainur	.	.	.	.	.	.	.
22	Hanif sukma	.	.	.	.	.	.	.
23	Prestya	.	.	.	.	.	.	.
24	Ranti Yulita	.	.	.	.	.	.	.
25	Reza	.	.	.	.	.	.	.
26	Siti Nur	.	.	.	.	.	.	.
27	Sofi Z	.	.	.	.	.	.	.
28	Sri Lestari	.	.	.	.	.	.	.
29	Susilo Dwi	.	.	.	.	.	.	.
30	Tiara Nov	.	.	.	.	.	.	.

APPENDIX J

PHOTOGRAPHS

CYCLE I



The teacher explained the use of mind mapping.



The students completed a mind map in front of the class.

CYCLE II



The students made a mind map based on a text.




The teacher monitored the class and helped students with grammar exercise.

APPENDIX K

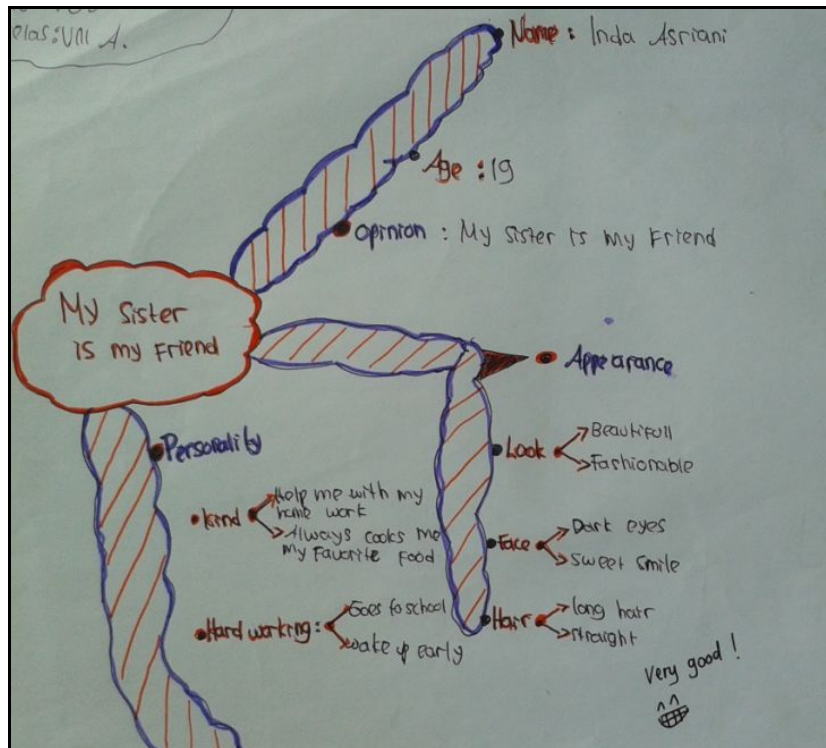
STUDENTS'

WORKS

1. Sample 1

PRE-TEST	
Grade	: VIII
Subject	: English
Skill/ Text	: Writing/ Descriptive text
Name	: Alda Adiatma
Write a descriptive text about your family. It can be your mother, your father, or your sister.	
Title?	
This is my to sister. His name is Inda Asriani.	
You can call her Inda. She is eighteen years old. She like	
drawing and sleep on the bed. She is kind, smart, and	
diligent, and and beautiful. She has 2 eyes, 2 ear, and long hair.	
(69) You can do better !! 	

1a. Alda's pre-test.



1b. Alda's mind mapping of progress test.

Grade : VIII

Subject : English

Skill/ Text : Writing/ Descriptive text

Name : ALDA ADIATMA



Write a descriptive text about your family. It can be your mother, your father, or your sister.

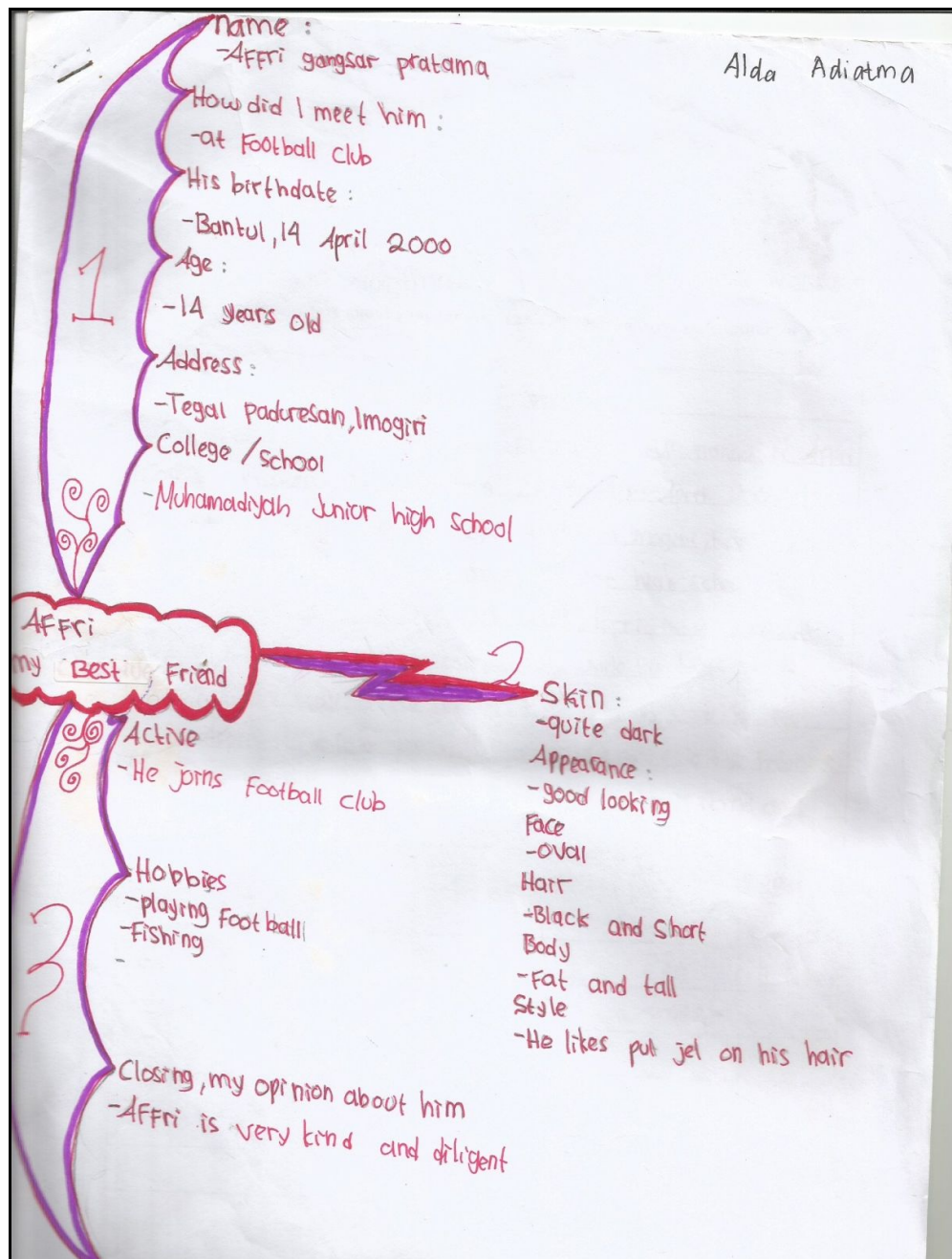
May Sister is my Friend

I have a Friend and she is my sister. Her name is Inda Asriani. She is 19 years old. My sister is beautiful. She was born on June 6, 1995. She has dark eyes and sweet smile. Her hair is straight.

My sister is a hard-working person. Every^{day} ~~thing~~ at she wakes up early and takes care ~~of~~ ^{at} everything at home. Then, she goes to school. My sister is also very kind. She ~~always~~ helps me with my home work and always cooks me my favorite foods. She is very humorous. It is fun to spend my time with her. My sister is the best sister in the world.

76

1c. Alda's text of progress-test.



1d. Alda's mind mapping for post-test.

POST - TEST

Grade : VIII
 Subject : English
 Skill/ Text : Writing/ Descriptive text
 Name : Alda Adiatma.



Write a descriptive text about your family. It can be your mother, your father, or your sister.

Affri, My best Friend

Affri is one of my best friend. His full name is Affri Gangsar Pratama. He was born in Bantul, 14 April 2000. He is 14 years old. Affri lives in Tegol Paderesan, Imogiri, Bantul. Now, he studies in Muhammadiyah Imogiri Junior high school.

Though his skin is quite dark, Affri is a good-looking guy. He has an oval face and friendly smile. His hair is black and short. His body is fat and tall. He likes ~~put~~ gel on his hair.

Affri is ^{an} active person. He joins football club. His hobbies ~~is~~ ^{are} playing Football and fishing. In my opinion he is a kind and diligent boy.

80

good!


I know you

can write more

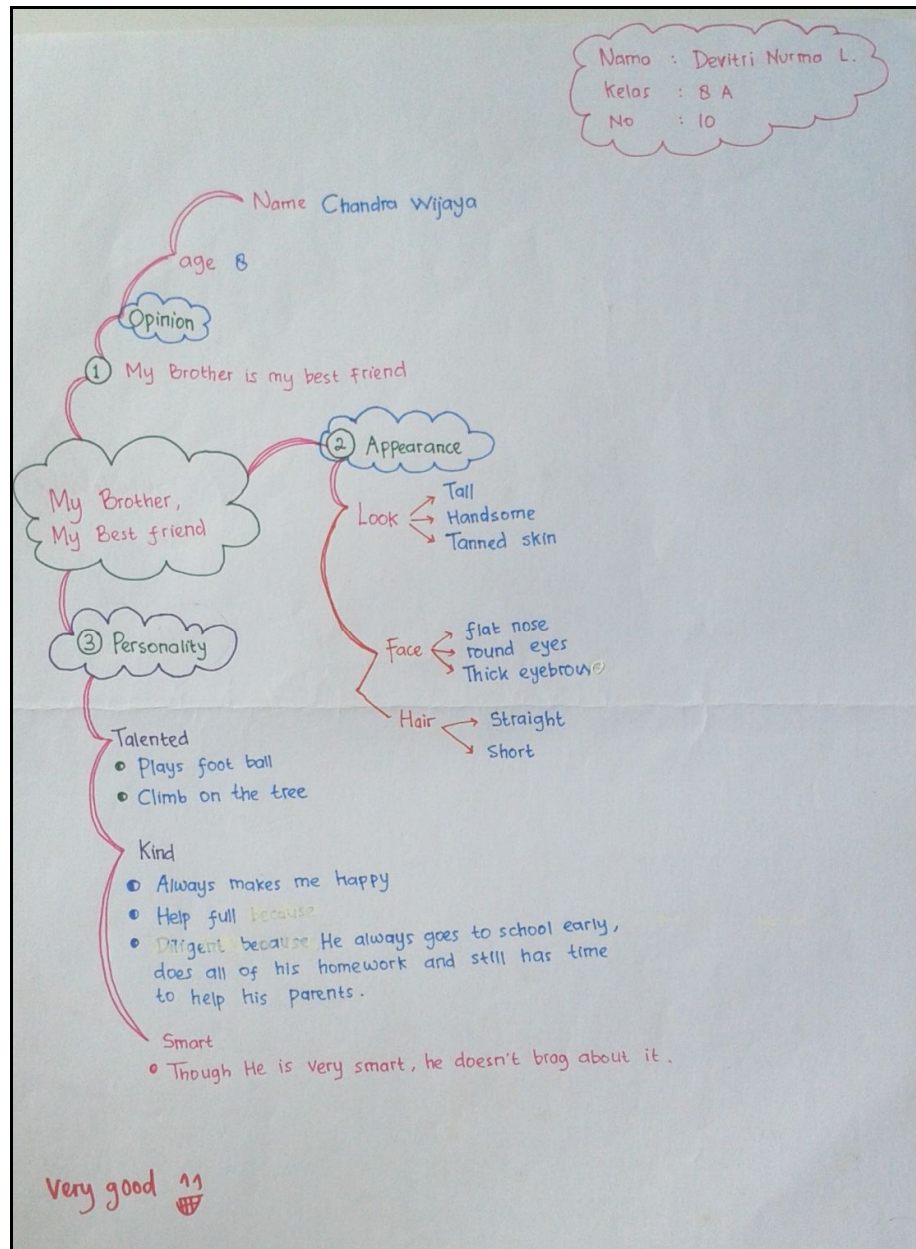
though ... ^{^ ^} ~~eff~~

1e. Alda's text for post-test.

2. Sample 2

PRE-TEST	
Grade	: VIII A
Subject	: English
Skill/ Text	: Writing/ Descriptive text
Name	: Devitri Nurma Litasari
	
Write a descriptive text about your family. It can be your mother, your father, or your sister.	
My Brother	
I have a brother. His name is Chandra Wijaya. You can call him Chandra. He is eight years old. He studies at Ngasinan elementary school. He is in grade three.	
He is tall. His hair is straight and short. His eyes are round.	
He has a flat nose. He has an oval face. Chandra is very handsome.	
He likes playing football. His favorite food is fried rice.	
His favorite drink is avocado juice. His favorite color is black.	
He wants to be a police.	
74	

2a. Devitri's text for pre-test



2b. Devitri's mind map for progress-test.

POST-TEST

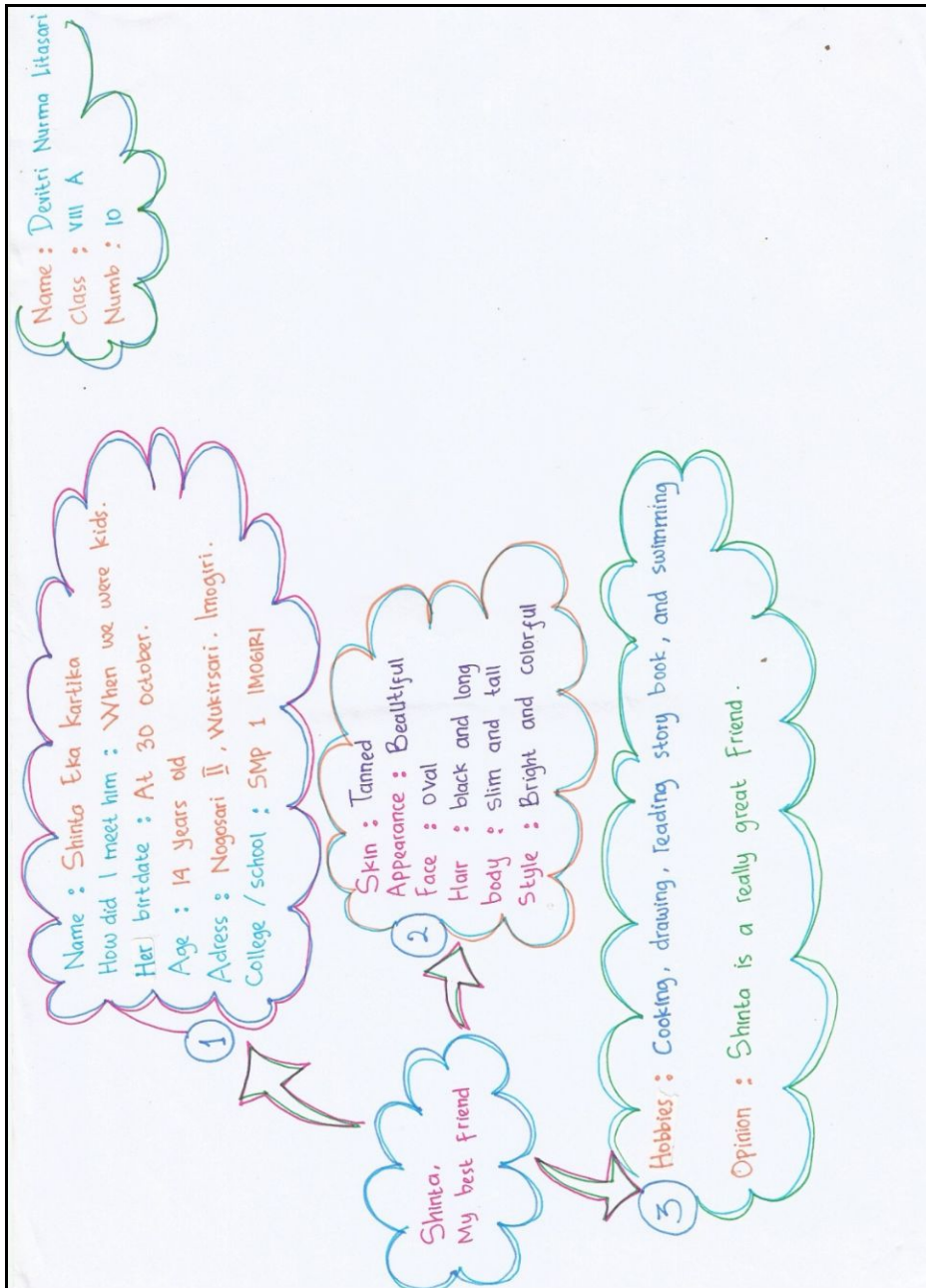
Grade : VIII A
 Subject : English
 Skill/ Text : Writing/ Descriptive text
 Name : Devitri Norma litasari



Write a descriptive text about your family. It can be your mother, your father, or your sister.

My Brother is My best friend
I have a brother. His name is Chandra Wijaya. You can call him Chandra. He was born on 3 rd of December 2006. He is eight years old. He studies at elementary school Ngasinan. He is in grade three ^{3rd} .
Chandra is handsome. He is tall. His hair is straight and short. His skin is tanned. He has a flat nose. His eyes are round. He has thick eyebrow. He has an oval face. ^{can + V1}
Chandra is smart and jolly. He can read ing and write ing . Chandra is also very diligent. He always goes to school early, does all of his homework and still has time to help his parents. My brother is talented. He can ^{plays} play foot ball. And He can climb ^{on} onice the tree. He is very eager. Chandra is also likes watching television on the sofa in the living room. Every day, Chandra ^{eat} always breakfast in the morning. He wants to be a policeman.
^{Sudah & police everyday} I love my brother.
76

c. Devitri's text for progress-test



POST - TEST

Grade : VIII
 Subject : English
 Skill/ Text : Writing/ Descriptive text
 Name : Devitri Nurma Litasari




Write a descriptive text about your family. It can be your mother, your father, or your sister.

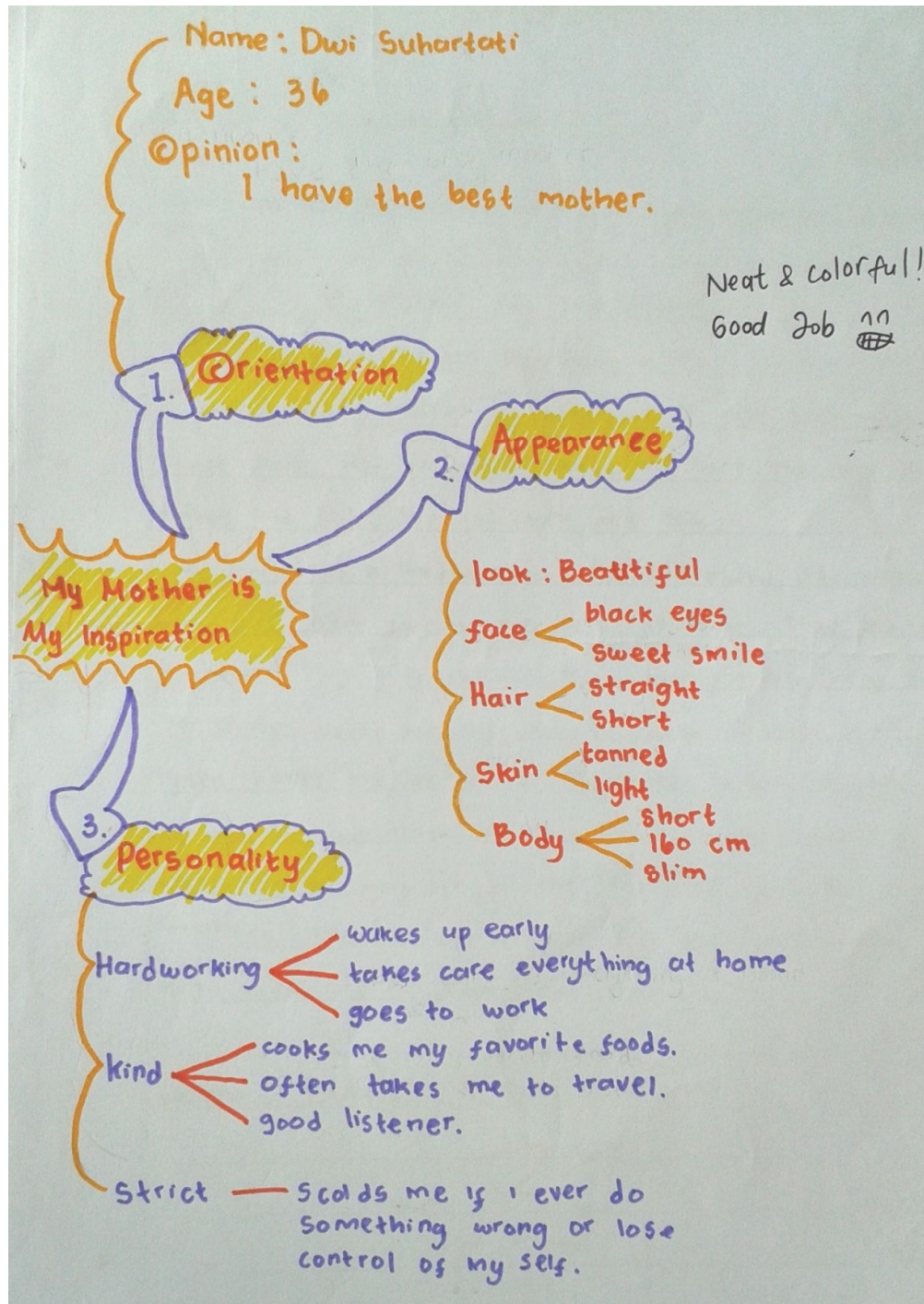
Shinta, My Best friend
I have a best friend. Her name is Shinta Eka Kartika. I call her Shinta. She was born on 30 October 2000. Shinta and I know each other since we were kids.
My friend is a beautiful girl. She has an oval face and tanned skin. Her body is slim and tall. Everyday, she wears Muslim outfit. Most of her clothes are bright and colorful. She is a fashionable girl.
Shinta has a lot of hobbies. Firstly, she likes reading story. Sometimes, we go to a book store and read her story. Secondly, she likes cooking. When she makes food. She goes to my house to let me have a bite. Thirdly, she likes drawing, and swimming.
In my opinion, Shinta is a really great friend. She is always there whenever I need her. I hope our friendship will last forever.
81

2e. Devitri's text for post-test.

3. Sample 3

PRE-TEST	
Grade	: VIII
Subject	: English
Skill/ Text	: Writing/ Descriptive text
Name	: Evania Esmeralda Ikhwan
	
Write a descriptive text about your family. It can be your mother, your father, or your sister.	
My Sister	
I have one sister. Her name is Fernanda Filonia Ikhwan.	
She studies at SMA N 1 IMOGIRI. Her hobbies are shopping and traveling. She is witty but she is kind. She also funny and brave.	
Her hair is nice, because she likes going to salon. Her skin is light ing . Her nose is pointed. She is medium high. Fernanda likes eat ing peanut and chocolate but, she can't u fat. She wants to be a police woman.	
76	

3a. Evania's text for pre-test.



3b. Evania's mind map for progress test

Grade : VIII
Subject : English
Skill/ Text : Writing/ Descriptive text
Name :



Write a descriptive text about your family. It can be your mother, your father, or your sister.

My Mother, My Inspiration

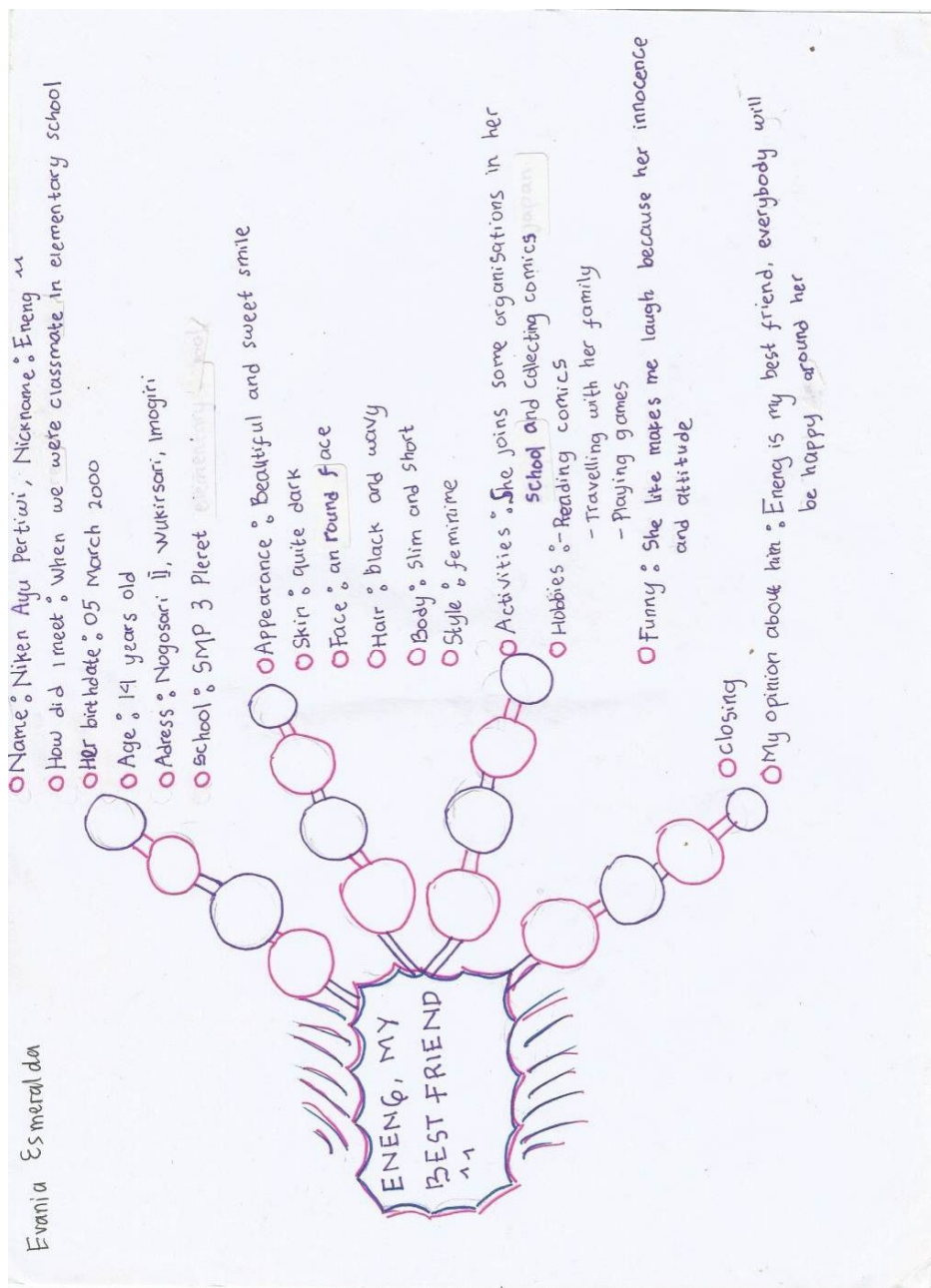
I have the best mother. Her name is Dwi Sutartati. She is 37 years old. My mother is beautiful. She has black eyes and sweet smile. Her hair is straight and short. Her skin is tanned and light. She is short and slim.

My mother is a hardworking person. Everyday, she wakes up early and takes care of everything at home. Then, she goes to work. She is a teacher. My mother is also very kind. She always cooks me my favorite foods. In spare time, she often takes me to travel. My mother is also a good listener. She will listen ^{to} my story. However, sometimes my mother can be very strict. She scold me if I ever do something wrong or lose control of myself. It means she cares about me. And I ~~am~~ love her.

Name: Evania Esmeralda

79

3c. Evania's text for progress test.



3d. Evania's mind map for post-test.

POST - TEST

Grade : VIII
 Subject : English
 Skill/ Text : Writing/ Descriptive text
 Name : Evania Esmeralda Ikhwan



Write a descriptive text about your family. It can be your mother, your father, or your sister.

Eneng, My Best Friend ^^

I have a best friend. Her name is Niken Ayu Pertiwi. I call her Eneng. She was born on 05 March 2000. She is 14 years old. Eneng was my class mate when I was in Elementary school. Now, she studies in SMP 3 Pleret. She lives in Nogosari II, Wukirsari, Imogiri.

My friend is beautiful girl. She has sweet smile. She has quite dark skin. Her face is round. Her body is slim and short. She has black and wavy hair. She looks feminine, because she likes wearing skirt and cute t-shirt.

She joins some organisations in her school. She likes collecting comics. Her hobbies are reading comics, travelling with her family and playing games. She is my funny friend, she ~~like~~ makes me laugh because her innocence and attitude. In my opinion, Eneng is my best friend, everybody will be happy around her. I hope our friendship will last forever. ^^

(84)

3e. Evania's tex for post- test.

APPENDIX L

PERMITT

LETTERS

PERMITT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 1101e/UN.34.12/DT/IX/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

19 September 2014

Kepada Yth.

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

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING ABLIBITY OF STUDENTS OF
SMP N 1 IMOIRI**

Mahasiswa dimaksud adalah :

Nama : AJENG LATIFAH FITRIANTI
NIM : 09202241035
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September - Oktober 2014
Lokasi Penelitian : SMP N 1 Imogiri

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 1 Imogiri



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

operator@yahoo.com

SURAT KETERANGAN / IJIN

070/REG/N/332/9/2014

Membaca Surat : KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA Nomor : 1101E/UN.34.12/DT/IX/2014
Tanggal : 19 SEPTEMBER 2014 Perihal : IJIN PENELITIAN/RISET

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

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

Nama : AJENG LATIFAH FITRIANTI NIP/NIM : 09201141035
Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA
Judul : USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING ABILITY OF STUDENTS OF SMP N 1 IMOGIRI
Lokasi : DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
Waktu : 22 SEPTEMBER 2014 s/d 22 DESEMBER 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 22 SEPTEMBER 2014

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Sutawati, SH

NIP. 195801401985032003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 3084 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/332/9/2014
Tanggal : 22 September 2014 Perihal : Ijin Penelitian

Mengingat :

- a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **AJENG LATIFAH FITRIANTI**
P. T / Alamat : **Fak. Bahasa dan Seni UNY Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **09201141035**
Tema/Judul : **USE OF MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING ABILITY OF STUENTS OF SMP N 1 IMOGIRI**
Kegiatan :
Lokasi : **SMP Negeri 1 Imogiri**
Waktu : **22 September 2014 s.d 18 Desember 2014**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 22 September 2014

A.n. Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubbid. Litbang

Heny Endrawati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pendidikan Kec. Imogiri
5. Ka. SMP Negeri 1 Imogiri
6. Dekan Fak. Bahasa dan Seni UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP 1 IMOIRI

Alamat : Jln. Imogiri Km 12 Imogiri Bantul Yk 55782 Telp. (0274) 6460668

SURAT KETERANGAN

Nomor : 423 / 349 .

Yang bertandatangan di bawah ini Kepala SMP 1 Imogiri:

Nama : Drs. BAMBANG EDY SULISTIYANA, M.Pd
NIP : 19611219 198403 1 004
Pangkat /Gol : Pembina / IVa
Jabatan : Kepala Sekolah
Unit Kerja : SMP 1 Imogiri

Menerangkan bahwa :

Nama : AJENG LATIFAH FITRIANTI
NIM : 09202241035
Prodi : Pendidikan Bahasa Inggris
Fakultas : FBS
Universitas : UNY

Telah melakukan penelitian di SMP N 1 Imogiri dari tanggal 21 Oktober 2014 s.d 27 November 2014 untuk penyusunan Skripsi dengan judul *"IMPROVING STUDENTS' WRITING SKILLS THROUGH MIND MAPPING IN GRADE VIII AT SMP N 1 IMOIRI IN THE ACADEMIC YEAR OF 2014/2015"*.dengan pembimbing :

Nama : SRI MULYO EKOWATI, S.Pd
NIP : 19621012 1984121004
Jabatan : Guru Pembina
Instansi : SMP N 1 Imogiri

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Imogiri, 31 Oktober 2015



Drs. BAMBANG EDY SULISTIYANA, M.Pd
NIP. 19611219 198403 1 004