

**USING A MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING
SKILL OF 8TH GRADE STUDENTS AT SMP N 4 SLEMAN IN THE
ACADEMIC YEAR OF 2015/2016**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan in English Education



by:

Ganang Yudha Pratista

12202241051

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
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APPROVAL SHEET

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A Thesis

by:
Ganang Yudha Pratista
122007241051

Approved by the supervisor on October 13th, 2016

Supervisor,


Prof. Sugirin, M.A., Ph.D.

NIP. 19491127 198403 1 001

RATIFICATION

USING A MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING SKILL OF 8TH GRADE STUDENTS AT SMP N 4 SLEMAN IN THE ACADEMIC YEAR OF 2015/2016

by:

Ganang Yudha Pratista

12202241051

Accepted by the board of examiners of Faculty of Languages and Arts of State
University of Yogyakarta on November 7, 2016 and declared to have
fulfilled the requirements to acquire a *Sarjana Pendidikan* degree in English
Education

Board of Examiners

Chairperson : Prof. Sugirin, M.A., Ph.D.

Secretary : Sti Sudartini, M.A.

Examiner : Dr. Agus Widyantono, M.Pd.

Yogyakarta, November 7, 2016

Faculty of Languages and Arts

State University of Yogyakarta

Dean

Dr. Widayastuti Purbani, M.A.

NIP. 19610524 199001 2 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Ganang Yudha Pratista

NIM : 12202241051

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi : *Using a Mind Mapping Technique to Improve the Writing Skill of 8th Grade Students at SMP N 4 Sleman in the Academic Year of 2015/2016*

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, hal tersebut menjadi tanggung jawab saya.

Yogyakarta, 13 Oktober 2016

Penulis,



Ganang Yudha Pratista

DEDICATIONS

I lovingly dedicate this thesis to:

My beloved parents, Suhud Budi Santoso, S.Pd. and Kelas Adaningsih. Thank
you for your endless prayers, supports, and love.

My sister, Citra Puspita Rini, S.Pd. Thank you for your care and patience.

May Allah bless you all.

MOTTOS

“There is ease after every hardship.”

(QS. Al-Insyirah: 6)

“Keep your hopes up high and your heads down low.”

(A Day to Remember)

**“If you can’t fly, then run,
if you can’t run, then walk,
if you can’t walk, then crawl,
but whatever you do,
you have to keep moving forward.”**

(Martin Luther King Jr.)

When you walk through a storm, hold your head up high

And don’t be afraid of the dark

At the end of the storm, there’s a golden sky

And the sweet, sliver song of a lark

Walk on through the wind

Walk on through the rain

Though your dreams be tossed and blown

Walk on, walk on

With hope in your heart

And you’ll never walk alone

(The Club Anthem of Liverpool FC)

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I do hope that this thesis will be useful for all the readers in improving English teaching and learning process. I realize that this thesis is far from being perfect. So, any criticism, ideas and suggestions are appreciated.

Yogyakarta, October 13th 2016

Ganang Yudha Pratista

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**Ganang Yudha Pratista
12202241051**

ABSTRACT

This action research study was aimed at improving the students' writing skill at grade 8 A of SMPN 4 Sleman in the academic year of 2015/2016 using mind mapping technique.

This study which was conducted in two cycles. The first cycle consisted of three meetings and the second consisted of two meetings. The actions conducted in the research were giving an opportunity to the students to use a mind mapping technique in a pre-writing activity, giving explanation and practices about grammar and vocabulary, and using Power Point in explaining the materials. The data were qualitative and quantitative. The qualitative data were obtained through observations, interviews with the students, the teacher and the collaborator, and documentation during the research process. The instruments used to collect the data were an observation checklist, interview guidelines and a camera. Data condensation, data display and drawing and verifying conclusions were used to analyze qualitative data. Meanwhile, the quantitative data were obtained through assessing students' writing tests in the pre-test and the post-test using a scoring rubric.

The results of the research showed that there were some improvements in students' writing skill using a mind mapping technique especially in developing and organizing ideas. The improvements were also on their grammar, vocabulary, fluency, and mechanics. Furthermore, the students' motivation in learning English was improved. They looked so enthusiastic in the teaching and learning process using a mind mapping technique. The visual media like Power Point also successfully helped the students focus on the material discussed in every meeting.

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language which is commonly used by most people in the world. The use of English in each country can be different depending on the country policy whether it regards English as the first, second or foreign language.

There are four basic skills of English based on Curriculum 2006 or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). They are listening, speaking, reading, and writing. Furthermore, writing is considered as the most difficult skill to be learnt for some reasons. As stated by Richards and Renandya (2002: 303), they explain that writing is the hardest skill for L2 learners to be mastered since L2 learners have to put much attention to various aspects of writing. In addition, Crystal (2005) asserts that writing lacks visual contact which participants cannot rely on context to make their meaning clear, nor is there any immediate feedback. Writers must also anticipate the effects of the time-lag between production and reception, and the problems posed by having their language read and interpreted by many recipients in different settings.

By mastering writing skill, people can convey their purpose and information to others. Good writing can facilitate the readers to understand the purpose and information that the writer delivers. In addition, the importance of writing is not only seen as the social needs, but it is also

important in education field as stated by Harmer (2004: 3) that literacy skills – ability to read and write – are essential skills for world populations.

In an education context, however, it is not easy for a teacher to teach writing, and similarly, it is not easy for students to master the writing skill. For ESL students, it is difficult to arrange words to become a good English written text. As stated by Silva (1993) in Brown (2001: 339), ESL students tend to do less planning, less fluent by using fewer words, make more errors, and less effective in organizing materials.

Based on the observation, interviews and test conducted at 8 A of SMP N 4 Sleman, there were some problems related to the writing skill teaching and learning process. The problems came from the teacher, the students, the teaching and learning media and the activity.

From the teacher, she used more Bahasa Indonesia when explaining materials and communicating with the students so it might be hard to motivate the students to use written or spoken English in the classroom. It would be a good input for students if the teacher used more English either in giving explanations of writing skill or giving feedback for students' writing product.

From the students, it seemed that they had difficulty in gathering their ideas. Some students took a long time to think of what they were going to write. Some minutes passed but some students still had not written a single sentence yet. After spending some minutes thinking and finding what they wanted to write, they did not know how to develop and organize it into a

good paragraph. As a result, some of the students could only write few sentences and even without a title in the text.

Subsequently, a good written text could be produced if the writers have sufficient knowledge of writing skills. The knowledge about writing skills such as grammar and vocabulary could be useful to write a certain text. Yet, it did not happen in the classroom observed. The students found it difficult to find appropriate words to be used in the paragraph. Unfortunately, there were only a few students who brought a dictionary. They also had difficulty in grammar. The students still used simple present tense, whereas they should use simple past tense in writing a recount text.

In addition, some students sometimes misspelled some words in their text such as “shcool” when it should be “school” and “arifed” when it should be “arrived”. There was also a little attempt at connectivity between sentences written by the students so the readers could hardly deduce some organization.

Besides, the students were not given enough writing practice. The writing activities were frequently in the form of note-taking and writing in groups. The lack of writing practice was probably the cause of the lack ability of their writing skills.

Having difficulty in gathering and expressing ideas and using appropriate writing aspects were not the only problems that came from the students. During learning process, there were always some students who were not motivated to engage in the activities. Some of them did not say a word

when the teacher asked them a question. They even expressed some sighs when they were asked to write a paragraph.

In addition, the students did not focus their attention to the teacher's explanations. The lack of students' focus to the lesson was probably caused by the lack of interesting media use by the teacher. The teacher always used whiteboards in explaining the materials and it seemed that the students were not interested in it. The teacher actually tried to use media such as realia to explain the materials. Yet, the realia did not keep the students' attention towards the lesson for a long time. As a result, most of the students then made random noises, talked to their friends and did not pay attention to the teacher's explanation. It distracted both teacher's and students' concentration.

Based on the findings above, there were some problems related to students' writing skills. In this research, the researcher tried to improve students' writing skills and motivation in learning English. To solve those problems, mind mapping technique was considered as a suitable technique.

There are many advantages obtained by a writer if he or she applies mind mapping technique. The mind mapping technique is used in the pre-writing activity to help the students to raise, develop and organize ideas to write a text. According to Buzan (2004: 10), mind mapping is frequently used to help people to explore ideas, concept or problem. Willis and Willis (2007: 79) also mention that mind mapping can be used to help a writer to focus on relevant information, to think of what aspects of the topic to talk or write about and to organize information coherently. In addition, Goodnough and

Woods (2002) discovered that the students in their study perceived mind mapping as a fun, interesting and motivating approach to learning.

B. Identification of the Problems

To identify the existing problems, the researcher conducted an observation, interviews and test. The researcher did an observation at 8 A of SMPN 4 Sleman. Then, the researcher also conducted some interviews towards the English teacher and the students. Subsequently, he administered a test before the implementation of the action. Based on those actions, the researcher found out that there were some problems in teaching and learning process. The problems were related to the teacher, the students, the teaching media and the activity.

1. Problems related to the teacher

The teacher seemed to use a more Bahasa Indonesia in explaining the materials and communicating with the students. It would be a good input and motivating for students to use written or spoken English if the teacher used more English in giving explanations of writing skill.

2. Problems related to the students

The students did not master some aspects of writing such as grammar, vocabulary, mechanics and organization so the writing process did not run effectively. Also, there were only a few students who brought a dictionary to help them when they found difficult words.

Furthermore, the students had difficulties in gathering ideas. They took too much time to think of what to write and they were still confused of how to develop the idea and organize it to become a good sentence and paragraph. As a result, they could not finish their writing in allocated time.

In addition, most of the students were not motivated in learning process. Some of them did not say a word when the teacher asked them a question. They also frequently made noises and talked to their friends without paying full attention to the teacher. It distracted either the teacher's or other students' concentration.

3. Problems related to the teaching media

The teacher used a whiteboard and realia in the form of medicine bottle to explain the materials to the students. However, the media used by the teacher did not attract students' attention to the lesson for a long time. As a consequence, the students did not pay their attention to the lesson.

4. Problems related to the learning activity

The teacher rarely gave writing practice to the students. The writing activities were frequently in the form of note-taking or writing in groups. The lack of writing practice might cause some difficulty for the students in producing a written text.

C. Limitation of the Problems

Based on the identification of the problems, there are some factors that influence students in learning writing. However, it is impossible to deal with all factors. So, the research only focused on students' factors that were the most feasible and the most urgent which were about students' writing skill and motivation using mind mapping technique. The mind mapping technique was used in the pre-writing activity to help the students to raise, develop and organize ideas to write a text. Therefore, the researcher implemented mind mapping activity as the technique to solve the problems.

D. Formulation of the Problems

Based on the background of the study and the identification problems, the research problem is formulated as follows:

“How can the writing skill of 8 A students of SMPN 4 Sleman be improved by using mind mapping technique?”

E. Objective of the Study

The study was aimed to improve writing skills of the students at grade 8 A of SMP N 4 Sleman by using mind mapping technique.

F. Significance of the Study

Considering the importance of the study, the researcher expects that the research will give advantages on theoretical and practical significances as follows:

1. Theoretical Significance

Theoretically, the research is expected to give additional reference to other researchers in improving the students' writing skills through mind mapping technique.

2. Practical Significance

a. To the students.

To the students, this study is expected to be an alternative technique for them and to boost their motivation in writing learning process.

b. To English teachers

To English teachers, this study is expected to give information and knowledge about implementing the mind mapping technique to improve students' writing skill.

c. Other researchers

To other researcher, this study is expected to give a reference to conduct a similar research that deals with the same strategy and with the same or different research design to develop the teaching quality of writing skill.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter provides the theories that are related to the study. This chapter is divided into three subchapters which are literature review, relevant research studies, and conceptual framework.

A. Literature Review

1. Writing

a. The Nature of Writing

People use language as a means of communication in terms of four skills. They are reading, writing, speaking and listening. These skills are often divided into two types. It is *receptive skills* and *productive skills*. *Productive skill* is the term for speaking and writing skills where students have to produce language (Harmer, 2007: 265).

As a *productive skill*, there are some features of writing. As stated by Harmer (2004: 7-8), writing transcends time and space and it tends to be permanent. Written words stay around, sometimes, for hundreds or thousands of years. In addition, the final product of writing is not so instant. The writer has a chance to plan and modify what will finally appear as the finished product. So, there is a 'process' to produce a written product. Meanwhile, spoken communication is only temporary and less process.

Furthermore, Raimes (1983: 4-5) lists some clear differences between writing and speaking. The lists are elaborated in the following points.

- 1) The spoken language has dialect variations. The written language generally demands standard form of grammar, syntax, and vocabulary.
- 2) Speakers use their voices (pitch, stress, and rhythm) and bodies (gestures and facial expressions) to help deliver their ideas. Writers have to rely on the words on the page to express their meaning.
- 3) Speakers use pauses and intonation. Writers use punctuation.
- 4) Speakers pronounce. Writers spell.
- 5) Speech is usually informal and repetitive. Writing is more formal and compact.

However, it has to be mentioned that writing's and speaking's features are not absolute. Some has mixed features. For example, lectures prove that some speech like writing communication, since it is commonly read out from notes or a text. And also, writing is not always through the process. In the case of postcards, it does not necessarily involve the process since the language and the form are quite predictable that constructing the text is relatively easy (Harmer, 2004: 8).

Subsequently, out of that case, process and product should be balanced. After all, the main goal of the process is the product. It is the reason why a writer goes through the process of pre-writing, drafting, revising and editing. Process is not the end; it is the means to the end (Brown, 2001: 337).

In brief, writing is one of the four language skills which are used to communicate. Writing has its own features which tend to be permanent and need some process to produce final product. It is different from speaking in which speaking is more temporary and less process. However, sometimes writing and speaking have mixed features. In some cases, writing is not always through process and speaking is not always free-process. Added to this, in writing, process and product should be balanced since process is not the end. Process is a means to final product.

b. Writing Characteristics

As explained above, English consists of some skills that are commonly used as means of communication. Each skill has its own characteristics and it is different from each other. Brown (2001: 341) mentions seven characteristics of written language.

1) Permanence

The writer releases a certain power such as the power to fix, to clarify, and to withdraw when something is written down and delivered to its intended audience.

2) Production time

A writer can become a good writer by developing efficient processes for achieving the final product. In addition, Harmer (2004: 8) states that the writer has a chance to plan and modify what will appear as the finished product.

3) Distance

Writers need to be able to predict the audience's general knowledge, culture and literacy schemata, specific subject-matter knowledge, and how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to very complex ideas is captured through the manipulation of a few dozen letters and other written symbols.

5) Complexity

Writers have to learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and so on.

6) Vocabulary

Written language demands more vocabulary than speaking. The richness of vocabulary can give advantages to the writers.

7) Formality

The most difficult and complex conventions occur in academic writing where the students have to learn many things like to describe, explain, compare, illustrate and many other things. This difficulty is commonly sensed by EFL students.

c. Micro and Macro Skills of Writing.

To make the writing products readable and understandable, students need to master the skills of writing. Brown (2004: 221) lists a number of micro and macro skills of writing. They are stated as follows.

Micro skills

1. Produce writing at an efficient rate of speed to suit the purpose.
2. Produce an acceptable core words and use appropriate word order patterns.
3. Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.
4. Express a particular meaning in different grammatical form.
5. Use cohesive devices in written discourse.

Macro skills

6. Appropriately accomplish the communicative function of written text according to form and purpose.
7. Convey links and connection between events and communicate such as relations as main idea, supporting idea, new information, given information, generalization and exemplification.

8. Distinguish between literal and implied meaning when writing.
9. Correctly convey culturally specific reference in the context of written text.
10. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting and instructor feedback, and using feedback for revising and editing.

Based on the lists above, it can be said that both skills of writing such as producing writing at an efficient speed and developing a battery of writing strategies are needed by a writer to produce good written text.

d. Writing Process

Writing is a skill that deals with process and product. Adapted from Brown (2001: 335), when a teacher teaches writing, it is not only about the final product such as the essay, report, or story, but also, to compose a good writing, the teacher can get advantages to let students as the creators of language. Some experts have already proposed several model of writing process, one of them is Harmer (2004: 4). He mentions four stages of writing process. They are planning, drafting, editing, and final version. Here is the chart.

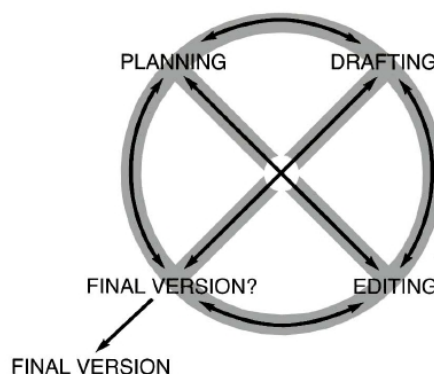


Figure I: **The chart of writing process (Harmer, 2004: 6)**

The further explanations of the writing process proposed by Harmer (2004: 4) will be described as follows.

1) Planning

There are three important points that have to be considered in this phase. The first is the purpose of the writing. Writers have to specify the text type, the language use and information that are included in writing later on. The second is audience that they are writing for. The audience influences the shape of the writing and the choice of language. The last one is content structure; that is how to sequence the facts, ideas, or arguments.

Nation (2009: 114) mentions several sub processes in planning phase of writing process. They are considering the goals of the writer, having model of the reader, gathering ideas and organizing ideas. Furthermore, Harmer (2007: 327) states if a teacher wants the students to write certain genre, the teacher will have them study the real example to discover facts about the

construction and specific language use in activities which are part of pre-writing phase.

2) Drafting

The first piece of writing is called as draft. It means that it will be developed later. Lots of draft may be produced in order to make a final version.

3) Editing (reflecting and revising)

When writers have written a draft, they then examine what they have made to see where it works and where it does not. Reflecting and revising are usually helped by other readers or editors who make comment and suggestions. Nation (2009: 120) states if the feedback from classmates or teacher occurs several times, it is useful to encourage students to edit through the feedback they get.

4) Final version

Once writers have edited their draft and made necessary changes, they produce their final version. The result may be different from both original plan and the first draft since some things have changed in the editing process. The writing is now ready to be presented to intended audience.

In short, a writer needs to go through several stages of writing process to produce a good writing. In writing teaching and learning

process, the activities which are done by a teacher and students are essential to maximize the output of each stage in writing process.

e. Learners' Difficulty in Writing

Among listening, reading and speaking, writing skills can be called as the most difficult skill to be learnt for L2 learners. Richards and Renandya (2002: 303) assert that writing is the hardest skill for L2 learners to master. L2 learners have to put much attention to various aspect of writing such as organizing ideas, translating the ideas into readable text, and even to low level skills like punctuation, spelling and word choice.

Besides, writing can be called as the most difficult skills in language because writing needs a long way to become a good written product. Brown (2001: 335) explains that written products are often the result of thinking, drafting and revising procedures. Hence, it needs various procedures to arrange a good written product.

Furthermore, Silva (1993) in Brown (2001: 339) found out that L2 writers did less planning, and that they were less fluent (used fewer words), less accurate (made more errors), and less effective in stating goals and organizing material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found among the features.

Moreover, Franken (1988) in Nation (2009: 117) argues that one of the biggest blocks in writing is a lack of ideas. Techniques that help learners gather ideas will have good effects on all other aspects of their writing. In addition, Nation (2009: 124), states that there are three questions to find out if the writer has included enough ideas in the piece of writing. The questions are listed below.

- 1) Does the piece of writing contain plenty of relevant, interesting ideas?
- 2) Does the range of ideas provide a suitably complete coverage of the parts of the topic?
- 3) Does the piece of writing draw on range of sources of information, for example personal opinion or experience, information gathered from reading, or original data?

Indeed, learners have some hindrances in producing a good written text. The hindrances are mostly in terms of writing aspects such as grammar, vocabulary, mechanics, fluency, and organization. The problem also occurs in gathering and organizing ideas to write a text. Hence, appropriate teaching strategies can be useful to overcome those problems.

2. Teaching Writing

a. Teaching Writing in Junior High School

In general, teaching cannot be separated from the regulations established by the government. All the teaching activities have to obey the laws of education. This also occurs in teaching English. In Indonesia, English is taught from elementary school to senior high school. The levels of students, the background, the aims and scopes of teaching English are also different.

In Junior High School, according to BSNP or *Badan Standar Nasional Pendidikan* (2006), students are targeted to master the functional level – communicating written and oral language to solve daily problems. In addition, according to BSNP, teaching English has some aims. They are:

- 1) Developing communication competence in the form of oral or written to achieve functional level of literacy.
- 2) Having awareness of the nature and the importance of English to increase competitiveness in the world.
- 3) Developing students understanding about the relationship between language and culture.

Recently, there are two curriculums that are implemented in Indonesia. Some schools are using 2013 Curriculum (*Kurikulum 2013*) and the others are still implementing School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) or *Kurikulum*

2006. Related to this, SMP N 4 Sleman is managed to use School-Based Curriculum. The curriculum consists of standard competence and basic competence. The standard competence and basic competence for writing skill in class 8 semester 2 is explained in the following table.

Table 1: The Standard Competence and Basic Competence of SMP and MTs at Grade VIII in Semester Two

Skill	Standard Competence	Basic Competence
Writing	12. Expressing meaning in written functional text and simple essay in the form of recount and narrative to interact with the closest environment.	12.1 Expressing meaning in simple written functional text by using various written language accurately and fluently to interact with the closest environment. 12.2 Expressing meaning and rhetorical step in simple short essay using various written language accurately and fluently to interact with the closest environment in the form of recount and narrative text.

From the table above, there are two text types that have to be learned at grade VIII in the second semester. They are recount text and narrative text.

Then, there are some aspects that feature a recount text. Board of Studies (2007b), in Hyland (2009: 87), states that the social purpose of story recount text is to tell a sequence of events so that it

entertains the readers. It also mentions some general features of recount text. The lists are as follows:

1) Structure

Recounts are organized to include:

- a) an orientation providing information about 'who', 'where' and 'when';
- b) a record events recounted in chronological order;
- c) personal comments and/or evaluative remarks, which are in the middle of the record of the events;
- d) a reorientation, which completes the sequence of events.

2) Grammar

Common grammatical patterns of a recount include:

- a) use of nouns and pronouns to identify people, animals, or things involved;
- b) use of the action verbs to refer to events;
- c) use of past tense to locate events in relation to speaker's or writer's time;
- d) use of conjunctions and time connectives to sequence the events;
- e) use of adverbs and adverbial phrases to indicate place and time;
- f) use of adjective to describe nouns.

In short, according to *Kurikulum 2006*, there are two types of text which are narrative and recount text that have to be learned by students of grade 8 in the second semester. In writing a recount text, students need to write the text with the appropriate structure and grammar feature as required.

b. Students' Characteristics

Teaching and learning process can be meaningful if the teacher provides appropriate teaching style and activities for the learners. The overall teaching and learning processes have to be suitable with the learners' level of ability and age. In terms of age, there are several levels of learners. According to Harmer (2007: 81), there are three age differences of learners. They are young children, adolescent and adult.

Junior High School is the next level after elementary school and the students registered in a Junior High School are mostly between 13 and 14 years old. Brown (2001: 92) mentions that the "young adults", "teens" and high school-age children whose age range between twelve eighteen or so. Thus, Junior High School students can be called adolescent learners.

Teaching adolescents is so challenging since they are in the age of transition, confusion, self-consciousness, growth, and challenging bodies and minds (Brown, 2001: 92). In teaching

adolescent, as stated in Harmer (2001: 39), there are some important things to be considered. Students must be encouraged to respond to text and situations with their own thoughts and experience, rather than just answering questions and doing abstract learning activities. And also, they are encouraged to be able to discuss abstract issues and, with teacher's guidance, to provoke intellectual activity by being aware of contrasting ideas and concepts they can resolve for themselves.

In brief, there are several age levels possessed by learners. Since there are some age differences within the students, teachers have to provide various appropriate learning activities to deal with the characteristics of each age level so the objective of the teaching and learning process will be effectively achieved.

c. Teacher's Roles in Writing

A teacher has numerous roles that have to be done in a writing learning process. In teaching writing, there are three main roles of a teacher. According to Harmer (2007: 330), the three main roles are that a teacher has to be a motivator, resource, and feedback provider. The explanations are as follows:

1) Motivator

The motivator role of the teacher includes creating right conditions for the generation of ideas, persuading students of the

usefulness of the activity, and encouraging them to make as much effort as possible.

2) Resource

Since the process of writing is longer than speaking, the discussion between a student and other students or a student with the teacher will usually occur. Therefore, the teacher has to be available and prepared to look students' progress and to offer advices and suggestions in constructive and wise way.

3) Feedback provider

The teacher should respond positively and encouragingly to the content of what the students have written. The teacher will choose what and how much to focus on when offering correction. Added to this, research by Brinko (1993) and Hyland and Hyland (2006) shows that feedback enables students to assess their performance, modify their behavior and transfer their understanding (Hyland, 2009: 96). Harmer (2007: 147) proposes several way of giving students feedback. They are described in the following points.

a) Responding

When the teachers respond to a final written product such as an essay or project, teachers can say what they like, how they feel about the text and what they think the

students may do next time if they want to write something similar.

b) Correcting

In correcting mistakes, teachers can write the code in the body or in the margin of text. Teachers can also put ticks against good points and underline the problems. Writing summary what is appropriate and what needs correcting is also possible at the end of student's work.

c) Finishing the paper process

The goal of giving students feedback may be varied. Written feedback is designed not just to give an assessment of the students' work, but also to teach and help. The use of symbols and codes are aimed to make the students are able to identify their mistakes. Then, they are in a position to correct them. If the students make changes on the work that is corrected by the teacher, it means that the feedback is finished and successful.

Added to this, Nation (2009: 139) mentions that feedback can be written or spoken or a combination of these. Spoken feedback allows a dialogue to exist between the writer and the source of feedback and it may also more effective in getting the writer's attention than written feedback. Meanwhile, written feedback provides a lasting

record that can be used to measure progress and to act as a reminder.

In short, the roles that a teacher holds in teaching writing are various. Being students' motivator, resource and feedback provider, a teacher needs to do the roles in a good way in order to make the writing process of the student runs effectively.

d. Presentation, Practice, Production

Presentation, Practice and Production (PPP) has been widely used by teachers for decades. In this method, the teacher introduces a situation that contextualizes the language to be taught. The students then practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills. Later, in the production phase, the students use the new language make sentences of their own (Harmer, 2007: 64-65).

Added to this, Read (1985), in Maftoon and Sarem (2012), states that PPP uses a classic deductive approach with grammar being explicitly introduced in the presentation stage. The Target Language (TL) is chosen by the teacher from syllabus. To allow students to concentrate on the TL without being distracted, material presented is manipulated to emphasize the TL and remove reference to other language items which yet to be presented.

Being based on the grammatical accuracy, the above explanation of PPP is in line with Richards and Renandya (2002: 93-94). They state that many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new language item, practice of the item under controlled conditions, and a production phase where the learners try out the form in a more communicative context.

To conclude, it can be said that PPP is an appropriate method to aim grammatical accuracy. Students are firstly introduced the grammar or vocabulary and then they are given practice related to the given language using certain technique. Finally, students are able to create a product in production phase.

e. Writing Activities

There are various kinds of writing tasks which are given by the teacher in order to enhance students' writing skill. Mc Donough, Shaw and Masuhara (2013: 185) mention several writing activities that are usually done in teaching and learning process. The activities are listed in the following numbers.

1) Controlled sentence construction

If the focus of a language program is on the accuracy, then the students' writing output will be the priority. The typical approaches include:

- a) Providing a model sentence and asking students to construct a parallel sentence with different lexical items.
- b) Inserting a missing grammatical form.
- c) Composing sentence from tabular information with a model provided.
- d) Joining sentence to make a short paragraph.

2) Free composition

A free writing task requires learners to create an essay on a given topic. Sometimes students are simply asked to write on personal topic such as their hobbies, holiday, interesting experience and so on. Reading passage of the same topic is needed to be provided in the middle of the two activities as a stimulus for a piece of writing.

Thus, the writing activities like inserting missing grammatical form and joining sentence to make a short paragraph are essential to the students' writing accuracy. Before giving free writing task, the teacher can essentially provide the students some texts of the same topic that they are going to be written down.

f. Grouping Students

In teaching and learning process, a teacher sometimes has to decide how students do the activities. Harmer (2007: 161) mentions that classroom activities can be done by students whether it is on their own (individually), in pairs, in small groups or in whole-class grouping.

The idea of students on their own is that they do exercise on their own in class. Then, a teacher tends to have more time to work with individual students. The idea can be a vital step in the development of learner autonomy.

In pairwork, students can practice language together with their pairs. The tasks like predicting content of reading and comparing notes can be done in pairs. Added to this, pairwork allows teacher to work with one or two pairs while the other can continue working and it is quick and easy to organize.

Meanwhile, group work is one of the various ways in managing classroom. Reid, in Nunan and Carter (2001: 32), states that co-operative and group work (including collaborative writing) that strengthen the community of the class and offer writer authentic audience is one of the many techniques and methods that has proved successful in English L2 writing classrooms. Similarly, according to Harmer (2007: 165), groupwork provides great chance of different opinions and varied contribution. It also promotes learner autonomy

by allowing the students to make their own decision in the group without being told what to do by the teacher.

Then, whole-class grouping can also be used in managing students especially where the teacher is acting as a controller. It is suitable for giving explanations and instructions. Besides, whole-class grouping reinforces a sense of belonging among the group members. If everyone is involved in the same activity, they are all engaged together.

Based on the above explanations, each way of grouping students has its own advantages. A teacher can decide which way that can be used in certain activities depending on the goals of the activities that a teacher wants students to achieve and the constraints like time limitations.

g. Assessing and Evaluating Students' Work

After all the materials are delivered to students, the next phase is to assess students' work. Assessing students can be done by the teacher or students themselves. Harmer (2007: 139) proposes several ways which teachers can do to assess students' work. One of them is giving comments on students' works.

There are some different ways of giving comments on the students work. When students do it correctly, the teacher can give positive assessment by saying *Good*, nodding, or doing other acts

that clearly indicate a positive assessment. Yet, when students do not do it well, the teacher may say *That's not quite right*. It is important to be noted that before giving negative assessment, it is necessary to acknowledge students efforts (Harmer, 2007: 139).

Furthermore, giving comments is important for the development of the students' productions in writing. As stated by Sommers in Mc Donald and Mc Donald (2002: 84), comments create the motive for doing something different in the next draft and it creates the motive for revising. Added to this, she also argues that without comments from the readers, the teacher or peers, students will assume that their writings have successfully communicated their meaning and do not need for revising.

Besides, a teacher can assess the students' work through scoring. There are two methods of scoring students' writing. It can be holistic or analytic. According to Hughes (1989: 86), holistic scoring involves the assignment of a single score to writing production based on the overall impression of it. Meanwhile, analytic method requires a separate score for each of a number of aspects of a task. Anderson in Hughes (1989: 91-93) divides some aspects to be scored in analytic method which is grammar, vocabulary, mechanics, fluency, and form (organization).

In addition, according to Hughes (1989: 94), the advantages of analytic scoring are that it deals with the problem of uneven

development of sub skills students and the scorers consider the aspects of performance. It also tends to be more reliable since the score is in the form of number. Added to this, Hughes (1989: 97) states that analytic scoring is suitable to obtain diagnostic information on the text.

h. Media

Media is an important component of teaching English. According to Longman Dictionary for Language Teaching, teaching materials which involve the use of different kinds of media such as visual and printed media are known as multimedia or mixed media. The resources of the media itself include technology, audio and video resources, computers, multi-media language labs, projector, films, and video.

Power Point is a kind of visual media. As stated by Harmer (2007: 187), Power Point increases teacher's capacity to present visual material (words, graphic and pictures) in a dynamic and interesting way. Power Point offers a more interesting option where we can mix text and visuals with audio/video tracks so that pictures can dissolve and fly onto and off the screen, and music, speech and films can be integrated into the presentation.

As stated by Canning-Wilson (2000) in Maria (2012), anything used to help the student to see an immediate meaning, including

visual material, may give advantage to the student and the teacher by clarifying the message if the visual materials enhance or supplement the language point. The visual aid also benefits in students' motivation and focus on the lesson. Kemp and Dayton (1985) in Maria (2012) mention that visual can boost motivation and maintain attention by making the lesson more interesting.

i. Motivation in Second and Foreign Language Learners

In teaching learning process, as noted in Cook (2008: 136), motivation is the interest that something generates in the students. A particular exercise, topic or song may interest the students in the class.

Being motivated in learning second or foreign language is considerably important for language learners. As stated by Ellis (1997: 75), motivation involves the attitudes and affective states that influence the degree of effort which learners make to learn an L2. Therefore, the importance of motivation can be seen in a teaching and learning process through learners' effort in learning the L2.

Ellis (1997: 75) mentions four kinds of motivation. They are instrumental, integrative, resultative and intrinsic motivation. The intrinsic motivation deals with the learners' interest and the extent to which they feel personally involved in learning activities result the arousal and maintenance of curiosity.

Besides, Brown (2001: 73) underlines that exploration, activity, stimulation and knowledge are essential drives which lead ones to be physically active, to expect for answers to questions and to build self-esteem. Then, according to Brown (2001: 80), providing learners writing activities that are able to develop their own ideas freely and openly is essential in the second language classroom.

In terms of the reasons or goals, Ryan and Deci (2000) distinguish two basic types of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it is enjoyable and interesting and, meanwhile, extrinsic motivation deals with doing something because it leads to a separable outcome. Therefore, an intrinsically motivated person moves to act for fun or challenge rather than, in contrast, external pressures or rewards.

The interesting classroom and learning activity seem necessarily essential in order to emerge students' intrinsic motivation. According to Deci (1975) in Brown (2001: 76), intrinsically motivated activities are ones for which there is no reward except the activity itself. Added to this, Harmer (2001: 53-54) states that the students need to be interested both in the subject they are studying and in the activities and topics are presented with. So the interesting class is considered to be a vital aspect in arising and maintaining students' intrinsic motivation.

There is an interesting question popping up related to intrinsic and extrinsic motivation. That is: does extrinsic motivation enhance the intrinsic? Extrinsic motivation commonly refers to any number of outside factors that attract people in doing something. In the context of education, the rewards can come from the teacher, the classmates or even the parents. Brown (2001: 76) mentions that money, prizes, grades and even certain types of positive feedback are the types of rewards.

Although rewards have relatively had notorious views from some experts, it is does not merely destruct students' intrinsic motivation and, moreover, some kinds of reward can enhance students' intrinsic motivation instead. Based on a research conducted by Kohn (1990), Brown (2001: 77) concludes that the positive feedback, which kind of extrinsic reward, can influence on intrinsic motivation in the way that the positive feedback which learners perceive can boost their feelings of competence and self-determination. Added to this, Nation (2009: 137) asserts that positive feedback on the learners' writing can increase the amount of writing and improve their attitude to writing.

3. Mind Mapping Technique

a. Definition of Mind Mapping Technique

Visual mapping (mind mapping) can be defined as a graphic tool which is used to collect, create, manage, and exchange information. It represents information via the spatial organization of concepts/topics, ideas, words, or other items linked to and arranged in a connected pattern around a central concept (Krasnic, 2011: 25). Subsequently, Buzan (2004: 10) states that Mind Map is a colorful, visual form of note-taking which can be worked on by one person or a group of people. Mind Map is frequently used to help people to explore idea, concept or problem

In relation to writing skill, mind mapping is a technique that is commonly used in pre-writing activity in order to help students to gather ideas of what to write. As stated by Mc Donough, Shaw and Masuhara (2013: 193), mind mapping is one of the activities when learners gather and organize ideas before actual writing. Added to this, Hedge (2005: 58) asserts that making a mind map is a strategy for writing down the ideas about the topics and developing ideas as the mind makes associations. Therefore, mind mapping can be an appropriate activity to solve problems related to having lack of ideas. The following figure is one of the examples of Tony Buzan's mind mapping model.



Figure II: **Buzan's mind map model (Buzan, 2005: 94-95)**

The figure above shows that a Mind Map consists of a central topic which is associated with several ideas and it is drawn in colorful images. In relation to this, according to Buzan (2004: 11), mind mapping are different from usual note-taking in terms of way it works. It is different from common note-takings which only use lines, letters, numbers and list. Mind mapping technique works by activating the right side of the brain which uses color, image, rhythm, and spatial awareness and it also uses letters and numbers.

Besides, the use of color and image means that they engage the left and the right side of the brain. Both sides simultaneously feed off and strengthen each other in a manner which provides unlimited creative potential. Furthermore, Buzan and Buzan (1993: 73) state that images are often more memory raising than words, more precise and potent in triggering a wide range of associations, thereby enhancing creative thinking and memory.

b. Benefits of Mind Mapping

One of the benefits of mind mapping technique is to maximize the use of right brain since it deals with imagination, fantasy, color and dimension. Also, it helps to memorize things easily. As stated by Buzan (2005: 7), brain thinks and remembers in pictures. So, if someone wants to remember a certain thing, e.g. house, the best way to do is to draw a picture of it. Then, Willis and Willis (2007: 79), mention that Mind Map has some advantages which are helping students to focus on relevant information, to think of what aspects of the topic to talk or write about, and to organize information coherently.

Moreover, Krasnic (2011: 30-31) mentions several advantages of visual mapping . They are:

1) Increased creativity

Visual maps' flexible structure encourages new ways of thinking about concepts and ideas and allows for personal organization of information.

2) Improved memory and understanding

Visual maps are very effective at bringing together the logical left brain and the visual creative right brain to improve memory and productivity. The visual maps ability of linking and layering information make the user can see the big picture and gain a deeper understanding of a topic.

3) Attractive, interactive, and fun

Visual maps are enjoyable to develop, review, and remember. Because visual maps are attractive and interactive, they maintain interest for much longer than traditional narrative text.

Added to this, Mapman (2013: 23) mentions some benefits of a mind map. First, it enables to help ones in organizing thoughts. Someone frequently has ideas that pop in his head but may not act them since they may just seem like random thought. Mind maps make it possible for people to work through a simple concept and turn it into something that can be executed.

Second, mind map is able to help broaden someone's ideas. It is possible that the idea is not great and is not going to be possible to execute but it does not mean that the idea is useless. People can extend the idea by considering different element and breaking it down into smaller parts. A mind map can be essential in helping extend ideas and make them feasible for execution.

Third, it can help mobilize whole brain thinking. Since the mind maps include pictures, words, colors and shapes, it appeals to right and left side of the brain and can stimulate them in tandem.

Furthermore, Goodnough and Woods (2002) discovered that the students in their study perceived mind mapping as a fun, interesting and motivating approach to learning. Some of these

participants connected the fun aspect to the chance to be creative creating mind maps through lots of color, symbols, key words and design.

Based on some paragraphs above, mind mapping technique has some advantages. It enables to improve creativity, to help focus on relevant information, to organize thoughts and to boost students motivation in learning. Thus, it can be said that the mind mapping is an essential technique to be implemented in writing lesson.

c. How to Make a Mind Map

Mind mapping is one of the techniques which are used to gather ideas in pre-writing activities. In brainstorming stage, mind mapping can be a useful technique to support learning activities which needs large number of ideas. In doing brainstorming, as cited in Mapman (2013: 25), mind maps can be a tool to inspire creative thinking in the moment it can also incorporate the combination free writing and word association.

In applying mind mapping technique, as stated in Walker (1998: 46), someone can just write the main idea in the center circle with subordinating ideas in the smaller circle. Then additional ideas of the subordinating ideas are written on the lines that extend from the circle. Then, Mapman (2013: 31) explores the more detailed

ways of how to make a basic mind map. The steps are presented in the following explanations.

1) Start with a central concept

The concept must be firm so it is broad enough to be explored with the mind maps and also it has to be narrow enough not to cause the writer ends up with multiple mind maps.

2) Write down the different ideas related to the concept

Write down the words that come to mind as they related to the central concept and then link those words to the central concept using lines and underline the words. Use the keywords to identify different topics while supporting the images, lines and shapes used throughout.

3) Use images and symbols in place words

Use images and symbols instead of words whenever possible. Very basic stick figure or simple symbols can be used. The point is to add a visual element to the mind map to communicate a point.

4) Use shapes to group sets of words or images

Use shapes to show a relationship between words or images. For example, if the writers are exploring a specific area of the central topics, they can put all those words and images in squares. The main goal is to give the mind map an interesting look.

5) Incorporate colors to show relationships

The colors should be used in addition to shapes, symbols and. Creativity is needed in using the colors.

In brief, there are five simple steps to make a mind map. Students need to decide the main concept first then associate it with the ideas following the concept. To make the mind map more communicative and interesting, they need to draw some images and gave some colors to the mind map.

B. Relevant Studies

There are some previous studies that were conducted by researchers related to using mind mapping technique in teaching writing skill and teaching in general. Goodnough and Woods (2002) conducted a research which focused on the perceptions of 15 students of six grade class after developing the skill of mind maps and using it in some ways in an on-line curriculum. The students perceived mind maps as a fun, interesting and motivating approach to learning. 10 out of 15 students either strongly agreed or agreed that they enjoyed creating mind maps.

Then, Arrohmah (2014) conducted an action research using mind mapping technique to improve students' writing skills at SMP N 1 Ngemplak. Her students had some problems in learning writing skill such as having less motivation, having lack of idea to write, and having poor ability in using writing aspects. Based on the research, mind mapping

technique was considered successful to improve students' learning motivation and writing ability. There were some improvements in the content, organization, vocabulary, language use and mechanics of the students' written text.

Similar research was conducted by Wardani (2011). She conducted an action research to improve writing descriptive text of students of tenth grade at SMA N 1 Godong. The writing was themed "My Idol". The students were asked to write descriptive text about people and the idea was gathered using mind mapping technique. The result of using mind mapping was that students' post-test scores were better than the pre-test. According to the researcher, it was done well because mind mapping was an interesting activity, so the motivation in learning was also improved.

In accordance with previous studies, mind mapping is an effective technique to improve students' writing skills. It can also help students to gather more ideas in the pre-writing stage of writing a text. In addition, by consisting colorful images, the mind mapping technique makes the learning more interesting, therefore it can maintain students' motivation in learning writing skill.

C. Conceptual Framework

Writing is one of English skills that have to be mastered by students. As one of the productive skills, writing is commonly used as a means to

deliver information or to convey intended purpose to others. Hence, it is important of master writing skill.

In producing a good writing, there are some problems that come either from the teacher or the students. The first problem is students' writing ability. They still have problems in writing aspects such as grammar, vocabulary, mechanics, etc. Besides, because of lack of pre-writing activity, students do not have sufficient ideas to be written down. Moreover, when they have already obtained the ideas, they do not know how to develop it. Another problem is related to students' motivation in learning English, especially in writing. Generally, students have less motivation to learn English. They are not enthusiastic in teaching and learning process. Moreover, the students pay less attention, feel difficult to focus on the lesson and always make random noises in the classroom.

Problems explained above can be solved by using several techniques. One of them is by using mind mapping. By using mind mapping technique and being supported by various activities, the pre-writing activity can be effective stage to gather more ideas and to increase their ability of the writing aspects. As a result, the students will not be confused of what to write and how to develop the writing. The students will find it easy to obtain the topics to write and to write it down into a good written text. Subsequently, mind mapping is very interesting technique for students, particularly in Junior High School, since it deals

with coloring, drawing, and imagining. Therefore, it can also be an alternative way to improve students' motivation in learning writing.

CHAPTER III RESEARCH METHOD

In this chapter, the researcher discusses how the research was conducted in detail. This chapter is divided into some sub chapters which are reserach type, research setting, participants of the research, research procedure, research instruments, data collection technique, data analysis technique and validity and reliability. The further explanations are described below.

A. Research Type

This research used the principles of action research. It was used to carry out actions to improve students' writing skills of 8 A of SMP N 4 Sleman. Burns (2010: 2) states that central idea of the *action* part of Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and improvements in practice. Lodico, Spaulding and Voegtle (2010: 313) define action reserach as a type of research that aims to make immediate changes in educational setting.

In addition, Kemmis and Mc Taggart (1988) in Burns (2010: 7-8) mention that action research involves four broad phases in a cycle of research. The first cycle may become a continuing spiral of cycle that recur until the action research has reached a satisfactory outcome and feels it is time to stop.

In this research, there were two cycles which were conducted by the researcher. Each cycle consisted of planning, action, observation, and reflection. The schema of the action research is as follows.

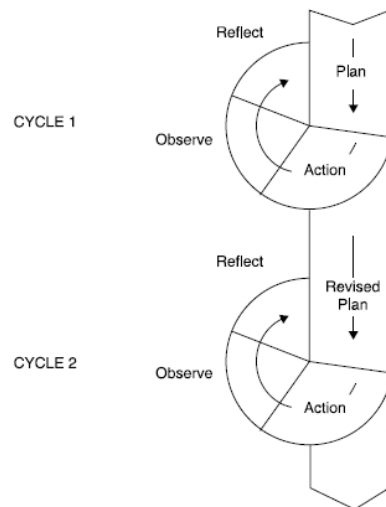


Figure III: **Cyclical Action Research model based on Kemmis and Mc Taggart (1998) in Burns (2010: 9)**

B. Research Setting

SMPN 4 Sleman was located at Turi Street Km. 3 Trimulyo, Sleman, Yogyakarta. Similar with other schools, the school had a headmaster room, a teacher room, a room for guidance and counseling, an administering room, a school health unit, a kitchen, a mosque, two teacher's toilets, ten students' toilets, and eleven classrooms. Each classroom consisted of about 31 to 34 students.

This research was conducted particularly at class 8 A. There were 31 students which 17 were boys and the rest were the girls. The class was equipped by white boards and a projector to support the teaching and learning process.

This research was done in the second semester of the academic year of 2015/2016. The actions of the research were conducted from April 2016 to

May 2016. The schedule of the research followed the schedule of English teacher of 8 A. Here is the detail of the research schedule.

Table 2: Research Schedule

No.	Day/Date	Time	Cycle
1.	Thursday/April 28 th , 2016	11.30-12.10	Cycle 1
2.	Saturday/May 14 th , 2016	08.20-09.55	Cycle 1
3.	Wednesday/May 18 th , 2016	07.00-8.20	Cycle 1
4.	Thursday/May 19 th , 2016	11.30-12.10	Cycle 2
5.	Saturday/May 21 st , 2016	08.20-09.55	Cycle 2

C. Participants of the Research

The participants of the research were the researcher, the collaborator, the English teacher and the students of 8 A of SMP N 4 Sleman. After having discussion, the researcher and the English teacher decided to choose 8 A to be the place of the research. Most of the students were native of Javanese and Bahasa Indonesia. Since the students learned English as a foreign language, most of them had less ability in English particularly on writing skills.

D. Research Procedure

The researcher applied the procedure proposed by Kemmis and Mc Taggart (1988) in Burns (2010: 7-8). The procedures were as follows.

1. Reconnaissance

Before conducting the first cycle, the researcher did some activities to find out the existing problems in English teaching and learning process in 8 A. In this step, the researcher did an observation in the classroom by taking notes of any occurring problems. Then, the researcher had some interviews with the English teacher and the students related to English teaching and learning process. Besides, the researcher also gave pre-test of writing skill to the students to obtain the preliminary quantitative data of the research.

2. Planning

In this step, the researcher and collaborator developed a plan of action in order to bring improvements in the field. They tried to arrange the strategies to solve the problems. The plan was to improve the students' writing skills by using mind mapping technique and it was supported with other supporting activities.

3. Action

The researcher modified the teaching technique and method given by the teacher by giving the mind mapping technique in the learning process. In action step, the researcher gave some explanations and practices about recount text and the use of mind mapping technique to improve the students' writing skill.

4. Observation

This phase involved the collaborator in observing the effect of the action. The collaborator documented what happened in the class using observation sheet, note, and photographs while the actions were applied. This step was aimed to find out whether the action process ran well or not.

5. Reflection

At this point, the researcher, the collaborator and the English teacher reflected and evaluated the class improvements. The researcher also interviewed the students related to the implementation of the actions. This phase answered what aspects had to be fixed and improved so the next cycle would run better.

E. Research Instruments

In obtaining the qualitative and quantitative data, the researcher used some instruments to gain the data during the research. They were interview guidelines, observation checklists, writing scoring rubric, and camera. The explanations are as follows:

1. Interview Guidelines

The interviews were conducted before, during and after the implementation of the actions. The interview guidelines consisted of some questions related to English teaching and learning process and the implementation of the mind mapping technique in 8 A of SMP N 4

Sleman. The interview guideline for students focused on their feeling and comment regarding to the actions. The interview guidelines for the teacher and the collaborator mainly focused on the process of the implementation and what aspects to be improved in the research.

2. Observation Checklists

In conducting the observations, the researcher and the collaborator used observation checklist as a guidance to observe the implementation of the actions. The observation checklist consisted of the activities, *Yes* or *No* columns, and comments. If there was a tick in *Yes* column, it meant that the researcher already fulfilled the activity. The observation checklists were also equipped by notes which were written by the observer.

3. Writing Scoring Rubric

In scoring students' writing results of pre-test and post test, the researcher used an analytic scoring by adapting a writing scoring rubric form Anderson in Hughes (1989: 91). The scoring focused on five aspects of writing which were grammar, vocabulary, mechanics, fluency and organization.

4. Camera

The researcher and the collaborator used a camera to take some photographs during the implementation of the actions. The data were in the form of photographs.

F. Data Collection Technique

The data of this research were in the form of qualitative data and quantitative data. The qualitative data were collected through some techniques as follows.

1. Interview

Interviews were done towards the teacher, the collaborator and the students. It was used to find out the problems and help the researcher to evaluate and reflect the learning process. In the reconnaissance step, before the implementation of the action, the researcher interviewed the English teacher in order to identify the existing problems in the teaching and learning process. Then, he interviewed the students related to their opinion of the teaching and learning process of writing.

In addition, the researcher also conducted some interviews towards the collaborator, the English teacher and the students after the implementation of the actions in order to know their feelings and what aspects had to be fixed and improved. Subsequently, the interviews were taped and the transcripts were typed. The interviews were conducted before and after each cycle of the research.

2. Observation

The observations were conducted by the researcher and collaborator. The researcher and the collaborator observed any phenomena occurred in the implementation of the actions in the class 8 A

in the research. The data obtained were then noted in the field notes and observation checklists.

3. Documentation

The collaborator took photographs when the actions were implemented to support the data. It showed the situation of the teaching and learning process during the implementation of the action.

The quantitative data were collected through scoring students' writing results. The researcher used a pre-test and a post-test to take the students' scores. After all the students' works were assessed by the researcher and the collaborator, the researcher counted the mean score of each test.

G. Data Analysis Technique

There were two types of data to be analyzed during the research. The qualitative data which were the teaching and learning process situations reflected on the field notes and the interview transcripts were analyzed qualitatively. Meanwhile, the students writing results in pre-test and post-test were analyzed quantitatively.

To analyze qualitative data, the researcher used a model proposed by Miles, Huberman and Saldana (2014). Miles, Huberman and Saldana (2014: 15) note three flows of analyzing data. They are data condensation, data display and conclusion drawing/verification. The further explanations are as follows:

1. Data condensation

In the data condensation process, the qualitative data that were already collected from interview transcript and field notes were then selected, focused, and simplified by the researcher.

2. Data display

Miles, Huberman and Saldana (2014: 15) mention that display is an organized, compressed assembly of information that allows conclusion drawing and action. For the qualitative data, the researcher used descriptive report to display the data. The reports were supported by field notes, interview transcripts and photographs.

3. Drawing and verifying conclusions

In this process, the researcher noted the patterns, explanations, and causal flows. Then, the researcher reviewed and elaborated the data more thoroughly and had discussions with the collaborator in order to verify the conclusions.

Meanwhile, to analyze quantitative data, both researcher and collaborator assessed students' pre-test and post-test results. According to Creswell (2012: 161), interrater reliability has the advantage of negating any bias that any one individual may bring to scoring. Then, after the scoring was completed, the scores were analyzed using Microsoft Excel and were presented in the form of table and charts.

H. Validity and Reliability

1. Validity

According to Anderson et. al. (Burns, 1999: 161), there are five criteria of action research validity. There are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. In this research, all of those five validity criteria were fulfilled. The following points tell about what the researcher did to fulfill the validity.

a. Democratic validity

Democratic validity was related to the participants to give their opinions related to the research that was conducted by the researcher. To meet the democratic validity, the researcher and the collaborator cooperated from the planning step to the reflection step. Besides, the collaborator, the teacher and the students were given chances to give any comments, suggestions or ideas related to the research to find out the solutions of the problems which were found.

b. Outcome validity

Outcome validity reflected and evaluated the result after the meeting and cycle that lead to the success within the research context. In this case, this validity could be seen in the improvements of the students' writing ability.

c. Process validity

Process validity raised questions about dependability and competency of the research. The researcher involved the collaborator

to observe the research by using observation checklists and field note from the planning stage to reflection stage to get the data in determining the quality of the research and obtaining the process validity.

d. Catalytic validity

Catalytic validity was criterion that allowed the participants to deepen their understanding of the social realities of the context and how they could make changes within it. In this research, the researcher and the collaborator were allowed to deepen their understanding towards English teaching and learning process and conducting a research.

e. Dialogic validity

Dialogic validity parallels the processes of peer review. In this case, the researcher conducted discussions with the collaborator and English teacher related to the research.

2. Reliability

To get trustworthiness of the data, the researcher used data triangulation. According to Burns (1999: 163), triangulation is aimed to gather multiple perspectives in the situation being studied. In this research, the researcher used three kinds of triangulation which were time triangulation, investigator triangulation and theoretical triangulation. The explanations of the triangulation were as follows:

a. Time triangulation

Time triangulation means that data are collected at one point in time or over a period of time to get sense of what factors are involved in the change process. In this research, the researcher did the action from April to May 2016 and had totally five meetings.

b. Investigator triangulation

Investigator triangulation engages more than one person to do the research. In this case, the research was done by the researcher with the help of the collaborator and the English teacher to avoid observer bias and to check the reliability of the data.

c. Theoretical triangulation

Theoretical triangulation serves the data to be analyzed by more than one perspective. In this researcher, the researcher analyzed and compared data collected using more than one theory by reviewing several documents related to mind mapping technique.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into four parts. The first part is the reconnaissance. It discusses the activities that researcher did before the actual action such as doing observation, interviews and pre-test to identify the existing problems. The second part is the implementation of the actions which conveys the action that the researcher did to overcome the problems. The last parts are the findings and the discussion of the research.

A. Reconnaissance

In this stage, the researcher conducted several activities to collect preliminary data in conducting the research. The first activity was doing an observation. The observation was aimed to know the actual condition of English teaching and learning process of writing skill at 8 A of SMPN 4 Sleman. Then, interviews were conducted to obtain information about the teaching and learning process from both the students' and the teacher's point of views. Subsequently, a pre-test was administered to get data on the students' writing abilities before the implementation of mind mapping technique.

1. Identification of the Problems

Based on the observation, there were some problems related to the teaching and learning process, especially in writing skills. The problems came from the teacher, the students, the teaching media and the activity.

From the teacher, the teacher rarely used English in explaining the materials and communicating with the students so the students were not motivated to use written or spoken English in the classroom. It would be good input for the students if the teacher used more English. In addition, the teacher did not use any interesting media to explain the materials. The teacher actually had a very good way in explaining the materials when she brought and showed realia in the form of a medicine bottle. However, it did not attract the students for so long since the students continued talking randomly to their seatmates. The following note is a short description of the teaching situation in the classroom observed.

The next explanations were about the label on the medicine bottles. The T showed a bottle of medicine. It consisted of the compositions and directions in consuming the medicine. When the teacher was explaining the material, some Ss kept talking with their seatmate and they seemed unwilling to listen to the teacher's explanation.

FN.01

Wednesday, February 24th, 2016

Moreover, the teacher had always been using whiteboards in explaining the materials. It could be seen in the lesson that what the teacher always did was not effective since it took much time to write the explanation on the whiteboard and then the students had chances to begin conversation with their classmates.

Look at the following field note and interview transcript.

The T explained a material about "good health". She mentioned kinds of disease that were commonly suffered by people and listed it on the whiteboards. When she was writing on the whiteboard, some Ss at the back row made a noise by loudly talking to his classmate.

FN.01

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R : *Untuk penyampaian materi sendiri bagaimana ya, Bu? Media apa yang sering Ibu gunakan?*

T : *Kalau writing ya pakai potongan-potongan kertas terus disusun atau pakai bukunya. Saya tidak pakai PPT jujur karena saya belum bisa. Memang agak makan waktu lumayan lama kalau menulis dulu di papan tulis*

Interview Transcript 1/Appendix C

Furthermore, some students looked that they were not motivated in learning English. When the teacher asked the students a question, there were some students who kept silent. Some students even expressed some sighs when they were asked to write a paragraph. The problems could be identified in the following notes.

Subsequently, the T asked the Ss to guess the name of the disease on the pictures presented in the book. The pictures were about some people who were suffering from some diseases. Some Ss sitting at the front row could answer it correctly, but those who were sitting on the back did not say a word.

FN.01

Wednesday, February 24th, 2016

After that, Ss were assigned to write a paragraph. The paragraph was about what disease the students ever suffered from, the way how to cure it and to prevent the disease from getting back to the body. They looked so reluctant to do the activity and even some students expressed some sighs.

FN.01

Wednesday, February 24th, 2016

The writing ability of the students was also still far from a satisfaction. Having a lack of vocabulary mastery, the students were incapable to use appropriate words in certain sentences. According to the teacher, they tended to translate the sentences word by word and arranged the words to become sentences. Unfortunately, there were only a few students who brought a dictionary so it clearly hindered the process of vocabulary mastery. The students not only had problems in the vocabulary mastery, but also in the grammar ability as explained in the following interview transcripts.

R : *Untuk kemampuan siswa sendiri bagaimana ya, Bu?*

T : *Kebanyakan anak menerjemahkan dulu baru merangkai kata-katanya. Kalau langsung nyusun masih bingung. Jadi open dictionary baru kalau sudah dapat kata-katanya disusun menjadi kalimat.*

R : *Oh, begitu nggih, Bu. Dalam mengajar writing, kesulitan apa ya Bu yang biasa Ibu temui?*

T : *Kesulitannya ya itu tadi. Anak bingung mau memulainya dari mana dan tata bahasanya juga harus dijelaskan dulu. Kadang kalau tidak dikasih tahu anak-anak nyusunnya masih tidak benar.*

Interview Transcript 1/Appendix C

Based on the pre-test, grammar was one of the problems in that the students could not appropriately construct the sentence. The students also still used simple present tense, whereas they should use simple past tense in writing a recount text. The example of students' result in pre-test can be seen in the following figures.

Name : Niken Safitri
 Student Number : 22
 Class : VIII A

PRE-TEST
STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

Fall in Motorcycle

One day I'am and my friend will go Study.

Figure IV: Student's pre-test result

Name : Salsa Bilal Syahira
 Student Number : 26
 Class : 8A

PRE-TEST
STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

_____ ?

Ten ~~years~~ ~~years~~ years ago, my old four years. I am play in front in home.

Figure V: Student's pre-test result

Moreover, the students seemed having a lack of idea to write the whole text. As stated by Franken (1988) in Nation (2009: 117), one of the biggest blocks in writing is a lack of ideas. In the pre-test, some of the students could only write few sentences and even without a title.

In addition, some of them still misspelled some words. There were also some problems in organization of the text written by the student as presented in the following figure.

Name : Dwi Setyaningsih
 Student Number : 09
 Class : VIII A

**PRE-TEST
 STUDENT'S WRITING WORKSHEET**

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

I think bicycle

Evening, I with friend the break. I they bicycle and
 they and I happy. School they arrived house

Figure VI: Student's pre-test result

In the student's pre-test result above, there was a little attempt at connectivity between sentences and the readers could hardly deduce some organization. Because of inappropriate structure to be written down, the communication was impaired.

The lack of English ability, especially writing skill, was probably caused by less writing practice in teaching and learning process. The lack of writing practice can be justified in the following interview transcript.

R : Sama Mam Rus sering pelajaran menulis nggak?
 S14 : Kelompok biasanya.
 S17 : Biasanya cuma nulis materi gitu. Cuma nyatet-nyatet.
 R : Nulis catetan?
 S17 : Iya, jarang nulis paragraf gitu.

R : Terus aktifitasnya ngapain aja?

S17 : Biasanya habis diterangin terus dikasih tugas kerja kelompok gitu.

Interview Transcript 4/Appendix C

Based on the interview transcript above, the writing activity was predominately in the form of note-taking. Writing a paragraph was rarely done in the teaching and learning process.

In addition, the students paid less attention to the teacher. The students seemed that they did not focus their attention to the teacher's explanation and some of them frequently made noises by having random conversations with their classmates and walking around the class. It can be justified in the following interview transcript and note.

R : Selamat pagi Bu, saya ingin bertanya mengenai pembelajaran bahasa Inggris. Menurut Ibu, bagaimana proses kegiatan mengajar Bahasa Inggris kelas 8 A?

T : Ya ini memang kita bisa melihat dari situasi keadaan anak-anaknya. Kan setiap anak kan beda-beda ya. Memang ada beberapa anak yang sifatnya itu rame, jadi disitu kita harus bisa handle anak tersebut supaya bisa mengikuti dan tidak rame saat mengerjakan tugas dengan kelompoknya.

.....
R : Jadi sebagian rame sebagian tidak, begitu ya Bu?

T : Tapi ramanya tu nggak terlalu, hanya beberapa, hanya segelintir. Dari 32 anak yang rame hanya kelompok anak-anak yang itu aja. Kurang lebih ada empat anak. Tapi itu juga membawa dampak kepada yang lainnya jadi ikutan rame.

Interview Transcript 1/Appendix C

Some Ss walked around the classroom to ask their classmates the appropriate words and to borrow a dictionary and even they shouted it. It made more noises in the classroom.

FN.01

Wednesday, February 24th, 2016

Based on the observation, interviews, and pre-test that were already presented above, there were several problems found in the teaching and learning process. The detailed information about the existing problems can be seen in the following table.

Table 3: The Field Problems of Teaching and Learning Process in 8 A of SMPN 4 Sleman

No.	Problems	Code
1.	The students had their own random conversations with their classmates during the teaching and learning process.	S
2.	The students had low motivation in learning English.	S
3.	Only few students brought dictionary.	S
4.	The teacher rarely used English in the classroom	T
5.	The students had problems in writing aspects (vocabulary, grammar, mechanics, organization).	S
6.	The students did not focus to the lesson.	S
7.	The students were not given enough practice of writing.	LA
8.	The media used by the teacher did not attract students' attention to the lesson.	TM
9.	The students could not finish the writing task on time.	S
10.	The students were passive during the lesson.	S
11.	The students had a lack of idea to write a text.	S

S : Students

TM : Teaching Media

T : Teacher

LA : Learning Activity

2. Selecting the Problems

Based on the observation, interviews and pre-test that were conducted by the researcher, it could be said that the English teaching and learning process of writing skill did not run in a good way. So there were some problems which needed to be overcome. After identifying the problems found in the field, the researcher needed to select the problems that were the most urgent and most feasible to be solved. Considering the feasibility, time and priority of the problems, the researcher, the collaborator and the English teacher chose the

problems to be solved in this research that focused on raising the idea to write a text as well as improving the writing aspects such as vocabulary, grammar, mechanics, and organization. And also, they decided to try to improve students' motivation in learning English, especially in writing skill. The selected problems are elaborated in the following table.

Table 4: Selected Problems in 8 A of SMPN 4 Sleman

No.	Problems	Code
1.	The students had a lack of idea to write a text.	S
2.	The students had problems in writing aspects (vocabulary, grammar, mechanics, and organization).	S
3.	The students had low motivation in learning English.	S
4.	The students did not focus their attention to the lesson.	S

3. Determining the Actions

After identifying the problems found in the teaching and learning process and selecting the most feasible and urgent problems to be solved, the researcher and the collaborator planned some actions to overcome the problems. The planned actions are listed in the table below.

Table 5: Selected Problems and the Actions

No.	Problems	Actions
1.	The students had lack of idea to write a text.	Implementing mind mapping technique to raise the ideas of the students in writing a text.
2.	The students had problems in writing aspects (vocabulary, grammar, mechanics, and	Giving sufficient explanations and practices related to writing a recount text. It embodied explaining the

(continued)

(continued)

	organization).	language feature of the text, introducing the new vocabularies, giving example of appropriate spelling and punctuation in writing and giving feedback to students writing.
3.	The students had low motivation in learning English.	Providing the students chance to write using mind mapping technique. Since mind maps had colorful and visual image, it could maintain the motivation of the students in learning writing skill. And also, giving positive feedback to the students.
4.	The students did not focus their attention to the lesson.	Using visual media like Power Point to present the materials to attract students' attention to the lesson.

B. The Implementation of the Action

In this part, the researcher discussed the implementation of the actions in details. It explained the report of the actions both cycle one and cycle two.

1. Report of Cycle 1

a. Planning

In the first cycle, the researcher and the collaborator planned three meetings. After identifying the problems and having discussions with the collaborator, the researcher implemented the necessary actions to solve the selected problems. The main efforts to be considered were to raise and to

organize the students' ideas to write a text and to develop the writing skill such as grammar, vocabulary and mechanics, and organization. The researcher also tried to increase the students' motivation in learning English. The researcher and the collaborator elaborated some plans to be implemented in the first cycle as noted on the list below.

Table 6: The Plans of Cycle 1

No.	The Problems to be Solved	The Plans
1.	The students had problems in writing aspects (vocabulary, grammar, mechanics, and organization).	<ul style="list-style-type: none"> • Giving sufficient knowledge about a recount text. • Teaching about the generic structure and language feature of a recount text. • Introducing new vocabularies related to a recount text. • Providing example of appropriate spelling and punctuation in writing. • Using mind mapping technique.
2.	The students had lack of idea to write a text.	<ul style="list-style-type: none"> • Giving the students chance to write using mind mapping technique.
3.	The students did not focus their attention to the lesson.	<ul style="list-style-type: none"> • Using visual media like Power Point to help the researcher presenting the materials.
4.	The students had low motivation in learning English.	<ul style="list-style-type: none"> • Giving the students chance to write using mind mapping technique.

b. Actions and Observations

There were three meetings in cycle 1. It was carried out on April 28th, May 14th and May 18th. The researcher was accompanied by the collaborator to do the reserach.

1) Meeting 1

The first meeting was conducted on Thursday, April 28th 2016 at 11.30 am - 12.10 pm. The meeting lasted for 40 minutes. The students were still busy doing their works of the previous subject when the researcher and the collaborator came into the classroom. The researcher started the lesson by greeting the students and the student responded in Bahasa Indonesia. Then, the researcher led the prayer and checked the attendance.

The researcher started by asking the students about the activities they did on the last Sunday and the students gave various answers for the question. Then the researcher asked the students about a recount text. The students answered it differently and most of them said that a recount text was a text that told about past event.

After that, the researcher delivered the objective of this lesson which was aimed to give knowledge related to a recount text. He firstly introduced the material that was about a recount text and began explaining the generic structure of a recount text. The researcher used the projector to present the materials. Most of the students were quite familiar with the purpose of a recount text which was to tell a past

experience. After that, the researcher chronologically explained the parts of a recount text from title, orientation, list of events, to reorientation. The researcher provided some examples when explaining each point of the generic structure.



Figure VII: The researcher was explaining the materials

In the 'title' part, the researcher asked whether the students could give him an example of a recount text title. The students actively replied it with different answers as mentioned in the following field note.

The R started by giving explanation about the generic structure of recount text. The R asked "The first is the title. Can you give me the example of a title?" A S answered "*Nonton PSS.*" in Bahasa Indonesia. There was also other S who answered "Holiday to Jakarta."

FN.03
Thursday, April 28th, 2016

Then, the researcher explained the setting or orientation and list of events of a recount text. Some students seemed that they had been familiar with the material and there were also some question and answer between the researcher and the students. It could be justified in the following field note.

Then, the R explained about setting or orientation and list of events. One of the Ss immediately answered "*Rangkaian kejadian yang dialami.*" The R directly replied "Great! Can you give an example?" The R moved from one

S to another S to draw the answer of the other Ss. One of the Ss answered “Take a photo and video.” The R replied “Good!”

FN.03

After explaining the parts of a recount text, the researcher checked whether the students had already grasped the materials by asking them what they had learned so far in this meeting. The students answered it enthusiastically.

After that, the researcher provided the students example of a recount text which was entitled “Holiday with My Friend” and gave them some minutes to comprehend the text. The students who sat on the left side paid so much attention to the text, but there were two students at the back seats that talked to each other.

Next, the researcher asked the students to identify the generic structure of the text and to mention the activities that the writer did in the text. The researcher also gave some comprehension questions about the given text.

After that, the researcher explained the language features of a recount text such as past tense and connectors to connect the events. Different from the generic structure part which most of the students actively responded the researcher’s questions, the term ‘language features’ was unfamiliar to the students’ ears and some of them could not mention another, for example, connector as stated in the following note.

Then the R explained the language features of a recount text. The R asked the Ss to give more examples of verb in the form of simple past tense and connectors. Some Ss could mention the verbs and connectors correctly, but there were also some Ss that could not mention another example of connector.

FN.03

Thursday, April 28th, 2016

The ‘connectors’ seemed so confusing for the students. Even after once again being provided with the same text which was entitled “Holiday with My Friend”, most of the students still did not answer it and they kept silent instead. However, in using simple past tense in a sentence, the students were not as confused as in mentioning connector. Although some students still had difficulty in understanding it, they were already familiar with some verbs such as *went*, *saw* and *took* and could make a full sentence with those words. The situation can be seen in the field note below.

Subsequently, the R once again presented the same text as before and asked them some question about the language feature of the recount text like “What are the action verbs?” and “What are the connectors?” Not many Ss answered in the questions related to the language feature of the recount text. Most of the Ss were silent when the R asked them some questions. Next, the R asked some Ss to make a sentence using some action verbs like *went* and *saw* and the Ss answered with full sentences.

FN.03

Thursday, April 28th, 2016

The researcher gave the students another example of a recount text that entitled “A Beautiful Day in Jogja” followed by giving similar comprehension questions. The students were asked to identify the generic structure and the language features of the new text. In this activity, most students seemed that they already understood the material since most of them answered the question almost all correctly as stated in the following field note.

The R gave another example of recount text to the Ss and gave them some minutes to comprehend the text. Then, the R asked the Ss “What did the writer feel?” some Ss replied “Really enjoyed.” After that, the R asked the Ss to identify the connector used in the text and most Ss answered “First, second,...”

FN.03

Thursday, April 28th, 2016

Subsequently, the researcher distributed worksheets of task which had to be done in pairs. The task was about answering comprehension questions followed by identifying generic structure and language features of a recount text. The researcher walked around the classroom to check students' work and to give help if it was necessary. The students were really enthusiastic in doing the task even some pairs of the students had finished it even before the time was up. When the other pairs of the students were in the middle of doing the task, the bell rang and then the class should be ended. The researcher asked the students to finish the task at home. The task would be discussed in the next meeting.

Then, the researcher summarized the lesson that had been discussed this meeting and gave brief explanation about the next meeting. Finally, the researcher ended the lesson by leading a prayer and saying "See you."

2) Meeting 2

The second meeting was conducted on Saturday, May 14th, 2016 at 8.20 - 9.55 am. At 8.20 am the researcher, the collaborator, and the teacher came to the classroom and the students were already there. The researcher then started the lesson by greeting the students and the students responded in English. The researcher led the prayer and after that he asked the students about the homework which was given in the previous meeting. Most of the students had finished the homework, but

there were also some students who did not bring the homework. The researcher and the students then discussed the homework and the students submitted it to the researcher.

The researcher then recalled the materials of last meeting and asked the students about the generic structure and language features of a recount text. Those students who sat at the front row were very encouraged to answer, but those who sat at the back kept talking with their classmates. After recalling the previous materials, the researcher explained the forms of past tense that were regular and irregular to the students. Firstly, the researcher introduced regular verbs that were already known by the students such as *stayed*, *worked*, and *walked*. The researcher asked one of the students to make a sentence by using simple past tense and the students could make a full sentence as stated in the following note.

Next, R asked a S to make a sentence.
S1: I studied at school yesterday.

FN.04
Saturday, May 14th, 2016

The researcher then explained the form of “to be” of the simple past tense such as *was* and *were* and the subject that preceded it. At that moment some students started to make a noise again but there was a student who warned those students to pay attention to the researcher once they made noises.

Afterwards, the researcher gave the irregular form of simple past tense. He asked the students the past tense of some words like *go*, *take*,

sleep, and *have*. But, not many students could answer it correctly. Then the researcher presented more examples of irregular form of past tense and its use in sentences. He also gave some examples of adverb of time which were commonly used in a recount text.

After that, the researcher gave a practice of arranging jumbled words into correct sentences. The students looked so enthusiastic in doing this practice. The situation can be justified in the following note.

Ss then arranged jumbled words into good sentences. Most Ss were very enthusiastic to do the practice so the classroom was little bit noisy because of students' voice screaming the answers.

FN.04

Saturday, May 14th, 2016

The next activity was a pair-work. There was a student who did not know the meaning of the instruction when the researcher said "Work in pairs!" The other student then told him the meaning in Bahasa Indonesia. The dialog can be seen in the note below.

R : Work in pairs.
S2 : *Apa artinya?*
R : Work in pairs.
S3 : *Kerjaan berdua.*
S2 : *Oh, berdua.*

FN.04

Saturday, May 14th, 2016

The researcher then gave the detailed instructions of the task. He checked the students' understanding by asking some of them to repeat the instructions. Then the students explained the instructions to other students. The activity was to arrange some words into correct sentences and to complete a paragraph by changing the verbs into past tense.



Figure VIII: The students were doing a task in pairs

In doing the task, some students did the task enthusiastically. The classroom started to be noisy because of pair discussions. The researcher told the students to use a dictionary when they found difficult words. The pairs that had already finished doing the task discussed with other pairs. The researcher monitored the works' of students sitting at the back and encouraged them to finish the task.

The students sitting at the back willingly did the task with the researcher's guidance. They actively asked questions to the researcher whenever they found difficulties although some of them still used Javanese language. However, the researcher answered their questions in English and a little bit Bahasa Indonesia. The situation can be described in the following note.

Ss did the task enthusiastically. The classroom started to be noisy because of pair discussions. The R told the Ss to use a dictionary when they found difficult words. The pairs that had already finished doing the task discussed with other pairs autonomously (without R telling them to). R paid attention to those at the back and encouraged them to finish doing the tasks. Those who sat at the back were enthusiastic to do the task. They asked to R whenever they found difficulties that they could not solve. Although they were asking in Javanese language, R explained in English and a little bit Bahasa Indonesia.

FN.04
Saturday, May 14th, 2016

After having a break, the researcher checked whether the students had finished the task. He then discussed the task with the students and encouraged them to answer voluntarily. Yet, since no one was willing to answer, the researcher called out students' name one by one to answer the task. All of their answers were correct. Some of the students had some variations in placing the adverb of time which was allowed. The works were then submitted to the researcher.

Afterwards, the researcher started to introduce a mind mapping technique. He firstly asked the students about what they did if they had difficulty in gathering ideas in writing a text. Most of them answered that they would ask their classmates if they had no idea when writing a text.

The students had not known about a mind mapping technique beforehand. The research explained the function of mind mapping in writing a text and taught the students how to make a mind map. He then drew an example of a mind map on the whiteboard together with the students. After that, the researcher presented some examples of mind maps on the screen and the students paid more attention to it. The researcher once again repeated explaining the way to make a mind map using the example presented on the screen.



Figure IX: The researcher was explaining the mind mapping technique

After that, the researcher divided the students in groups. The groups were mixed of boys and girls. The task was to write a recount text consisted of at least 10 sentences based on the given mind maps. The students were so enthusiastic on writing but there were some problems related to the vocabulary. The researcher tried to help them by suggesting them to use a dictionary.

The time was up when the students were working on their task. The researcher asked the students to finish the task and submit it in the next meeting. He also told the students that they had to bring coloring pencils for the next meeting.

At the end of the meeting, the researcher summarized what had been discussed in the meeting and those at the back responded to him with a loud voice. Then, he gave a brief explanation about what would be discussed in the next meeting and finally, the researcher asked one of the students to lead the prayer in English.

3) Meeting 3

The third meeting was the last meeting in the cycle 1. This meeting was conducted on Wednesday, May 18th, 2016 at 7.00 - 8.20 am. The students were already in the classroom when the researcher entered the class. The researcher greeted the students and then asked one of the students to lead the prayer. He checked students' attendance afterwards.

As the previous meeting, the researcher recalled the materials in the last meeting. After asking some questions to the students, he asked the students to work in groups of four (the students were grouped in the last meeting). The researcher gave 10 minutes to finish their previous task which was writing a recount text based on the mind maps. The students were little bit noisy when they started working. There were students who walked around the class to borrow a dictionary and to look at other groups' work. The researcher walked around the classroom to check students work and gave explanations to the students when they found obstacles. The researcher always warned the students to use correct capital letter and punctuation.

After a moment of noise made by the students, the classroom started to be calm again. The students really concentrated on guessing the series of the events and looking for the difficult words in a dictionary. The researcher also gave feedback if the students forgot to use subjects or verbs in sentences. However, there were still two groups

that were hard to be conditioned. The situation can be seen in the note below.

Ss discussed enthusiastically about the series of events (which one comes first and which one comes after). Ss also searched for the words they were looking for in the dictionary. Some of them borrowed dictionary from other group. R kept reminding Ss about the time left for doing the task. Some Ss missed the subject or the verb in the sentence. R gave feedback immediately to them. There were two groups that could not be conditioned at the beginning of the activity. One of them could be conditioned when R reminded that they only had five minutes left.

FN.05

Wednesday, May 18th, 2016

Then the R asked the Ss to submit the recount text they had already written since the time was up.

To deepen the students' understanding about the grammar and organization of the text, the researcher asked the students to arrange the jumbled sentences that were presented on the screen to be a correct paragraph. The jumbled sentences were based on the mind maps which were already written down by the students in the previous activity. The researcher chose two different mind maps to be presented.

The researcher gave feedback to the class not to leave the subject and verb in sentence. Explaining the verbs, the researcher gave an oval-shaped sign to every verb that appeared in a sentence. The researcher also asked the present form of the verb to strengthen the knowledge of grammar. There were different responses from the students during discussing this activity. The students who belonged to the group that had the mind maps presented on the screen were so enthusiastic and active in answering the questions as stated in the following note.

The groups that got the same mind maps in the previous task were very engaged in the discussion. They were really active in answering.

FN.05

Wednesday, May 18th, 2016

In the next activity, the researcher asked the students to draw their own mind maps individually. The classroom was little bit noisy since the students were walking around the classroom to borrow some coloring pencils and to look at others' work. After some minutes brainstorming the idea in the form of mind maps, the students started to write their own recount text which was based on the mind maps.

As students were doing their task, the researcher and the teacher walked around the class to check the students' progress and to give feedback to them. Some students were so enthusiastic on drawing and writing their past experience. Meanwhile, there were also some students who were too keen to draw the mind maps so they did not realized that they had limited time to write down the text.



Figure X: The student was drawing a mind map

Subsequently, the researcher asked the students to submit the mind maps and the writing even if they had finished or not. Then the

researcher summarized the lesson and asked the students' opinion about the application of mind mapping technique in writing a recount text. Some students told that the writing was easier with mind maps but they needed more time to draw and write. Finally one of the students led the prayer and the researcher ended the lesson.

c. Reflection

In this step of the research, the researcher had some discussions with the English teacher and the collaborator. The researcher also had some interviews with the students about the implementation of mind mapping technique. This reflection step was aimed to evaluate of the implementation in cycle 1 whether the action was already fulfilled the objective of the research or it still needed to be continued or modified.

After the mind mapping technique was implemented in the first cycle, the researcher, the collaborator and the English teacher found out that the technique had positive changes in improving students' ideas and confidence in writing skill. It also had meaningful effect in terms of students' motivation in learning English in the classroom. Here are some interviews transcripts to support the finding.

R: *Mau tanya tentang penelitian cycle 1, bagaimana implementasi yang peneliti lakukan menurut anda?*
 C: *Sebenarnya sejauh ini implementasinya baik. Yang pertama build students knowledge jadi mereka tahu apa yang akan mereka pelajari. Kemudian . peneliti juga memberikan contoh-contoh untuk memudahkan siswa dan siswa juga sudah diberikan cukup latihan. Dan produksinya menurut saya untuk tingkat anak SMP cukup berani menuangkan ide-idenya.*

R: Baik, kemarin kan menggunakan teknik mind mapping, pendapat Anda bagaimana penerapan mind mapping itu sendiri?

C: Kalo untuk penerapannya dari sisi konten sudah bagus karena kebanyakan siswa saat menulis tidak tau mau nulis apa. Tapi dengan adanya mind mapping mereka lebih dimudahkan. Bahkan ada yang menulis hal yang jarang diungkapkan oleh siswa, jadi mereka lebih percaya diri mengungkapkan ide-idenya.

R: Bagaimana dengan motivasi siswa sendiri? Apakah dari pertemuan pertama sampai terakhir di cycle 1 kemarin ada peningkatan?

C: Siswa mulai senang ketika peneliti mulai memberi contoh mind maps gambarnya penuh warna, bagus dan kreatif. Jadi siswanya langsung tertarik bagaimana cara memakai metode ini untuk memudahkan mereka menulis.

Interview Transcript 7/Appendix C

According to the collaborator, the implementation of the mind mapping ran quite well in improving students' idea and confidence to write a written text. Subsequently, mind maps succeeded to attract students' attention to know more about the way how to write a text with mind maps.

Similar with the collaborator, the teacher mentioned that the mind mapping technique developed the students' imagination and creativity. According to the teacher, the mind mapping technique also helped the students think and find ideas although they still had difficulty in arranging the words. Added to this, the mind mapping technique positively changed students' behavior towards the teaching and learning process. These statements were drawn from the discussion between the researcher and the teacher which was presented in the following interview transcript.

R: Saya ingin bertanya mengenai teknik mind mapping yang saya terapkan di pertemuan tadi dan kemarin, menurut Ibu bagaimana nggih?

T: Untuk mind mapping saya mendukung ya, karena terus terang saya belum pernah pakai. Ternyata seperti itu ya bagus karena bisa mengembangkan imajinasi anak-anak dengan bantuan mind mapping-nya. Jadi ada kreatifitas untuk mengungkapkan dengan bantuan-bantuan

mind mapping. *Ya bisa membantu anak buat berpikir. Jadi saya setuju anak-anak membuat seperti itu. Ya meskipun kadang-kadang masih ada kesulitan untuk merangkai kata-katanya, tapi sudah ada ide lah mau nulis apa.*

.....
R: *Untuk motivasi siswa dalam belajar Bahasa Inggris bagaimana ya, Bu? Apakah ada peningkatan?*

T: *Iya anak-anak lebih antusias melihat main idea terus dikembangkan dengan cara seperti itu. Jadi mereka mau berusaha untuk membuat seperti itu. Ya meskipun masih rame, anak-anak cukup termotivasi dalam mengerjakan tugasnya. Ramenya rame mengerjakan tugasnya.*

Interview Transcript 5/Appendix C

Furthermore, the teacher stated that the students were more enthusiastic on the writing lesson by using a mind mapping technique. There were, indeed, still any noises made by the students, but it was the noise of the students discussing the task.

In addition, from the students' point of view, the students' motivation in the teaching learning process also raised up in accordance with the implementation of mind mapping technique. That view is stated in the following transcript.

R : *Oh, oke. Kalo mind maps-nya tu meningkatkan motivasimu belajar di kelas enggak?*

S2 & S23: *Ya lumayan.*

S13 : *Sedikit-sedikit meningkat soalnya menyenangkan.*

R : *Ferdian gimana?*

S23 : *Ya sama.*

R : *Kenapa kok mind mapping itu meningkatkan motivasi kalian untuk belajar?*

S2 : *Menyenangkan.*

S13 : *Ya karena tertarik.*

S23 : *Ya sama tertarik.*

R : *Tertariknya kenapa?*

S13 : *Tertarik karena pingin mempelajari lebih lanjut lagi.*

Interview Transcript 8/Appendix C

Moreover, the students stated that the mind mapping technique helped them get an image (idea) and write a recount text more easily. And

they seemed pleased in attending the teaching and learning process.

However, there was a student that had difficulty in drawing.

R	: <i>Mau tanya-tanya nih tentang pelajaran Bahasa Inggrisnya. Kalian suka enggak sama pelajarannya, menurut kalian gimana?</i>
S10	: <i>Lucu hehe.</i>
S26, S22 & S15	: <i>Menyenangkan</i>
R	: <i>Kenapa menyenangkan?</i>
S26	: <i>Ya enak hehe.</i>
S22	: <i>Mudah.</i>
S15	: <i>Ya menyenangkan aja.</i>
S10	: <i>Mudah masuk pelajarane.</i>
R	: <i>Kenapa kok menyenangkan?</i>
S15	: <i>Ya menyenangkan aja hehe.</i>
R	: <i>Kalo menurut kalian teknik mind mapping-nya gimana?</i>
S26 & S15	: <i>Bagus.</i>
S15	: <i>Gambarannya kreatif, lucu.</i>
R	: <i>Kalo yang lain?</i>
S22	: <i>Lucu.</i>
S26	: <i>Kreatif.</i>
R	: <i>Kalo Esti gimana?</i>
S10	: <i>Gambaranya lucu. Gambar mobilnya kotak-kotak hehe.</i>
R	: <i>Hehe. Membantu enggak dalam menulis recount text?</i>
S26	: <i>Iya jadi enggak susah nulisinnya. Gampang dapat gambaran.</i>
S22	: <i>Iya jadi enggak terlalu susah.</i>
R	: <i>Kalo Hanifah?</i>
S15	: <i>Ada susahnya ada mudahnya.</i>
R	: <i>Susahnya gimana?</i>
S15	: <i>Ya susahnya harus kreatif gitu.</i>
R	: <i>Oh gitu ya. Kalo Esti?</i>
S10	: <i>Enggak, malah jadi lebih gampang nulisinnya.</i>

Interview Transcript 6/Appendix C

The improvements of students' ideas and the writing skill could also be seen through the students writing result. The following figures were the students' result in the cycle 1.

Niken Safitri
22.
VIII A.

No. _____
Date: _____

<input type="checkbox"/>	"Baron beach"
<input type="checkbox"/>	
<input type="checkbox"/>	Last week. My Friend's and I ^{v?} holiday in Baron
<input type="checkbox"/>	beach. In the morning we went to Baron beach From
<input type="checkbox"/>	my Friend's house.
<input type="checkbox"/>	At 10 am ^{s?} riding ^{v??} motorcycle For 3 hours. we
<input type="checkbox"/>	arrived at 1 pm at Baron beach. After arrived
<input type="checkbox"/>	we explored the beach ^{and} rented a boat and ^{and} dived.
<input type="checkbox"/>	^{S?} Saw many ^{chorals} chords and Fish.
<input type="checkbox"/>	My Friend's and I ^{went} Very hungry. we to
<input type="checkbox"/>	ate lunch and ^{having} lled down. After lunch, we went
<input type="checkbox"/>	to home at 4 pm. My Friend's and I were
<input type="checkbox"/>	Very happy.
<input type="checkbox"/>	

Figure XI: Student's writing result in cycle 1

Noraisa Billa S.
26
VIII A

No. _____
Date: _____

<input type="checkbox"/>	A long trip to Semarang
<input type="checkbox"/>	Last week my family and I ^{had} trip to Semarang for holiday.
<input type="checkbox"/>	At 5.00 pm we went to Semarang. we went by the car.
<input type="checkbox"/>	In the road we ^{v?} stop in minimarket ^{to} for buy the food
<input type="checkbox"/>	and drink. we
<input type="checkbox"/>	

Figure XII: Student's writing result in cycle 1

Based on the student's writing result in pre-test, it seemed that most of the student had difficulty in gathering ideas to write a recount text. As a consequence, they could only write a single sentence and even without a title. After implementation of the mind mapping technique, there was a considerable improvement in terms of gathering more ideas to write. It could be seen after cycle 1, the students wrote plenty of relevant and

interesting ideas and one of the examples showed the complete generic structure of the recount text.

Meanwhile, the improvement in terms of grammar could be observed in figure above as well. In the pre-test, the students still used simple present tense in writing a recount text, but in cycle 1 they already used simple past tense in the text.

Furthermore, the errors in spelling were not as frequent as the pre-test result. There were few noticeable lapses in spelling but did not lead to obscurity. Also, the ease of communication was quite improved compared with the pre-test as presented in the following figure.

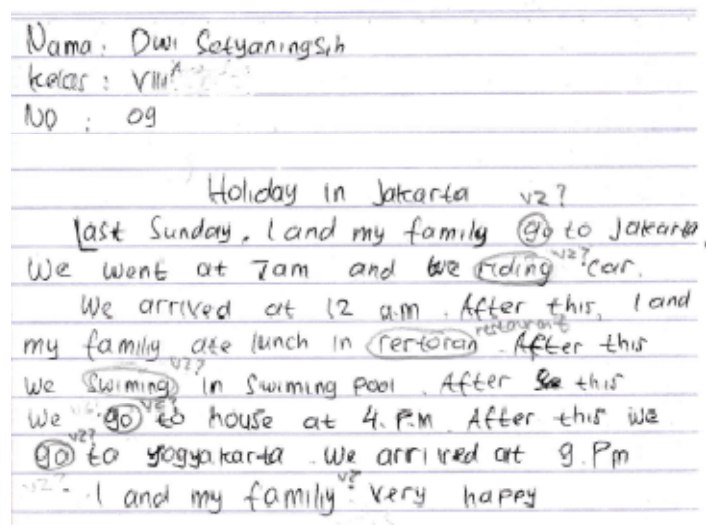


Figure XIII: Student's writing result in cycle 1

However, there were still some problems occurred although the implementation of the action had positively changed the students' attitude towards English teaching and learning process and there were some noticeable improvements in writing skill.

The problems that occurred among students' writing were mostly related to verb form. As seen in the figures above, the student sometimes did not use past tense as required in writing a recount text and occasionally omitted the verb in the sentence.

In fact, some students, indeed, still had difficulty in understanding the verb form particularly the "to be". The students' opinion related to the difficulty in understanding that aspect can be seen in the interview transcripts below.

R : *Mau tanya-tanya ya, menurut kalian pelajaran bahasa Inggris kemarin gimana?*
 S17 : *Nyenengin kok Mas, tapi masih ada yang gak dong. Tentang grammar-nya dan nyusun kata-katanya.*
 R : *Bagian yang mana misalnya?*
 S17 : *Itu lho yang was sama were. Itu masih belum jelas.*
 R : *Oh itu, kalo kamu gimana?*
 S19 : *Menyenangkan sih, tapi masih belum bisa nggambaranya hehe.*

.....
 R : *Kalo nulis recount text-nya udah bisa?*
 S17 : *Ya paling cuma bagian subject dan verb-nya yang belum.*
 S19 : *Kalo aku yang verb-verb gitu. Kalo yang subject sudah dong aku.*
 Interview Transcript 9/Appendix C

R : *Oke. Terus kira-kira ada saran enggak? Apa aja yang perlu diperbaiki atau ditambah.*
 S13 : *Jelaskan materi lagi tentang grammar Mas yang was/were gitu.*
 R : *Oh ya, terus?*
 S23 : *Sama yang subjek predikat Mas.*
 Interview Transcript 8/Appendix C

The problems in vocabulary were observed by the collaborator. It could be inferred from the discussion between the researcher and collaborator. The discussion is presented in the following interview transcript.

R : *Untuk aspek-aspek seperti vocab, grammar, mechanics, dll apakah sudah meningkat atau masih perlu diperbaiki?*
 C : *Mungkin dari aspek vocabulary karena kebanyakan dari mereka saat*

menulis masih menemukan kesulitan menemukan kata apa yang akan digunakan. Menurut pengamatan saya, kebanyakan dari mereka lebih bekerja seperti kamus dengan menerjemahkan kata per kata, jadi tidak secara utuh. Hambatan lainnya adalah tidak semua siswa membawa kamus. Jadi siswa yang gak bawa kamus bertanya kepada kiri kanannya. Tapi siswa yang tidak mau bertanya malah mengganggu siswa yang lain. Jadi mind mapping-nya sudah cukup berhasil, hanya penekanan lebih kepada kata-kata yang mungkin akan mereka gunakan.

Interview Transcript 7/Appendix C

Furthermore, the researcher found a problem in grouping students to do a task. After introducing the mind maps technique, the researcher later asked the students to write a recount text based on the given mind maps. The group members were chosen by the researcher and it consisted of mixed genders (male and female students) and mixed levels of proficiency. The aim of putting mixed levels of students in one group was that the higher-skilled students and lower-skilled students could negotiate and cooperate each other.

However, the researcher found that there were unequal works done by the students. In some groups, the female students tended to work more than the males and the male students seemed reluctant to be cooperative with the females. As a result, the writing production was made with unequal contribution from the group members. The problem related to the grouping students were also seen by the collaborator as in the following interview transcript.

R : Baik, berdasarkan implementasi di cycle 1 ini, apaakah aspek yang perlu diperbaiki untuk dilanjutkan di cycle 2?

C : Mungkin kalo peneliti merencanakan kerja kelompok di cycle 2, bisa diperhatikan pembagiannya. Untuk menggabungkan siswa pembelajar cepat dan pembelajar lambat sudah merupakan ide bagus, namun kita juga harus memperhatikan psikologi anak. Karena mereka masih remaja awal jadi masih malu-malu untuk bekerja sama dengan teman lawan

jenis. Jadi menurut pengamatan saya, beberapa kelompok memang bisa, yang lak-laki juga mau mengerjakan. Tapi ada dua kelompok yang terlihat kalo siswa laki-laki tidak cenderung menggantungkan pekerjaan kepada siswa perempuan. Kontribusinya jadi kurang berimbang.

Interview Transcript 7/Appendix C

Time management was also seen as a problem by the researcher. The activities that should be finished as planned had to be continued in the next meeting since the students were unable to finish the tasks on time. As a result, the next plans were also affected by the mismanagement of time. The problems can be identified in the situation stated in the following notes.

When the Ss were ready to do the task, suddenly the bell rang and it meant that the class was over. Then, the R asked the Ss to finish the task at home as homework and prepared to close the lesson by asking and reviewing what material that the Ss learned today.

FN.03

Thursday, April 28th, 2016

The bell rang and the R asked the Ss to continue their work at home to be submitted on the next meeting.

FN.04

Saturday/May 14th, 2016

Considering the improvements and the lacks of the implementation of cycle 1 as presented in previous interview transcripts, field notes, and students' writing production, the researcher and the collaborator decided to continue the research to the cycle 2. Considering the number of weaknesses and its influences in writing teaching and learning process, the research and the collaborator would focus on the students' writing skills mainly in terms of grammar and vocabulary mastery to write a recount text.

2. Report of Cycle 2

a. Planning

Different from cycle 1 which had 3 meetings, cycle 2 only consisted of 2 meetings. The implementation of the actions in cycle 1 had given the students positive impacts towards the students' writing skills, but there were still some problems which had to be dealt with in the cycle 2. Based on the data obtained in the cycle 1, the researcher and the collaborator would focus the research on the vocabulary and grammar mastery. They also prepared some plans to be implemented in cycle 2 in order to overcome the existing problems. The plans are presented in the list below.

Table 7: **The Plans of Cycle 2**

No.	The Problems to be Solved	The Plans
1.	The students had problems in vocabulary and grammar.	<ul style="list-style-type: none"> • Giving the students more explanation of the use of the verb in a sentence. • Providing the students further explanation about the form of verbs and giving them sufficient tasks to deepen their understanding. • Introducing other new vocabularies related to a recount text. • Giving students feedback on their writing.
2.	The students had lack of idea to write a text.	<ul style="list-style-type: none"> • Giving the students opportunity to write using

(continued)

(continued)

		mind mapping technique.
3.	The students did not focus their attention to the lesson.	<ul style="list-style-type: none"> Using visual media like Power Point to help the reseracher presenting the materials.
4.	The students had low motivation in learning English.	<ul style="list-style-type: none"> Giving the students chance to write using mind mapping technique.

b. Action and Observation

There were two meetings in cycle 2. The meetings were carried out on May 19th and May 21st. The researcher and the collaborator continued the research in the cycle 2 by doing several plans that had been previously made.

1) Meeting 1

The first meeting in cycle 2 was conducted on Thursday, May 19th 2016 at 11.30 am - 12.10 pm. The meeting lasted for 40 minutes. Since this subject was the last subject on that day, the students were slightly difficult to be conditioned. Before beginning the lesson, the researcher asked one of them to lead the prayer.

The researcher reviewed some materials taught in the previous meeting. He asked some questions to the students about the simple past tense to recall their memories of the materials. There was a small disturbance when some students came to the class around 5 minutes later.

The researcher once again explained the past tense since there were some students who were still confused about using the past tense in a sentence. He started from the regular to irregular form of past tense. In terms of the verb form, the students seemed that they already understood about it as stated in the following field note.

He (the researcher) asked the Ss whether they could give example of the past tense. Most of the students answered it completely together with the present form. Then the R showed some action verbs on the slide and provided a sentence of each word. The Ss were asked to make another sentence using the words and they correctly made a full sentence.

FN.06

Thursday, May 19th, 2016

Some male students triggered the others to make some noises when the researcher was in the middle of explaining the materials. The researcher immediately asked them to be quiet and asked the rest of the students to pay attention to him. After that, the researcher presented the students some jumbled words as an exercise. The situation can be described in the following field note.

The Ss were so interested in arranging jumbled words. They shouted the answers and when the R called a name to answer, the Ss answered it enthusiastically.

FN.06

Thursday, May 19th, 2016

The next activity was filling the blanks with appropriate verb form in the sentences presented on the slide. When the researcher showed some exercises of completing the sentences with the verb *was/were*, the students answered it differently. The researcher appointed some of the students to do each number. The students whose names were used as a subject in the sentences were so enthusiastic. Then the researcher

confirmed the right answers. The activity also dealt with the subject and verb agreement, for example if the subject was *she/Mega*, the verb should be *was* and so on.



Figure XIV: **The students were paying attention to the slide**

After a completion exercise, the research gave error recognition exercise on the recount text. In this activity, the researcher presented the text which the results of the students' group of writing practice which were written down and submitted some meetings ago. The students who sat in the front row were so active in answering. Yet, the students who sat at the back were not so active. Error recognition seemed more difficult for some students as they were not encouraged to respond, unlike previous activity. The activity can be explained in the following field note.

The R asked the Ss if there were any errors in the paragraph. Then, the Ss recognized some verbs were in the wrong form. The Ss who sat in the two front rows could accurately point the wrong thing in the text. Meanwhile, some of those who sat at the back kept silent. Then, the R asked them what the correct form of those verbs and the Ss answered that differently. Then the R confirmed the correct answers and explained more about the verb form.

FN.06
Thursday, May 19th, 2016

The time was still at 12 o'clock but some students from another class showed up by the window and considerably annoyed the class. It triggered the students to be noisy and wanted to go to home too. Then, the researcher reviewed the materials that were learnt that day and he asked one of the students to lead the prayer. The researcher, the collaborator and the teacher left the class at 12.10 pm.

2) Meeting 2

The second meeting in cycle 2 was conducted on Saturday, May 21st, 2016 at 8.20 am. The lesson lasted for 80 minutes. The researcher, the collaborator and the teacher entered the classroom right at 8.20 am. The researcher started the lesson by greeting the students and asking them who was absent today. He asked one of the students to lead the prayer.

The students were still talking to each other when the researcher started the lesson. The researcher used the projector in reminding the previous materials and then showed some sentences. Similar with previous meeting, the students were asked to identify whether there was an error or not. The students were called one by one to identify the errors and to correct it. In this activity, the researcher wanted to give more chance to the students who still had difficulty in understanding the materials to answer the questions. The students who were called mostly

could identify and correct the errors. The situation can be described in the following note.

R showed some sentences and gave an error recognition activity. The R intentionally called the students whose English ability was still low to answer that task. The Ss started to pay more attention when the R called Ss' names to correct the errors in the sentences. The R found out that most of the students who were called could identify and correct the errors.

FN.07

Saturday, May 21st, 2016

After that, the researcher showed some pictures with verbs and adverbs of time. The students were supposed to make a sentence based on the picture and the words using past tense. The students eagerly did the activity. Some students enthusiastically raised their hand when the researcher asked them who wanted to do it. The male students were even more excited when their classmates were appointed to do the activity. The students' attitude can be seen in the following note.

The R asked whether there was a volunteer to make a sentence. Some Ss raised their hands and the R chose some of them to answer. The R also appointed some Ss for the next numbers. The male Ss were excited as their friends' names were called to answer. Most of the sentences made by the Ss were completely correct.

FN.07

Saturday, May 21st, 2016

The researcher then once again recalled the students' memory about the past tense by showing them some action verbs in the form of regular and irregular verb which were commonly used in a recount text. The students were challenged to make a sentence using those verbs. Most of the students could make correct sentence with suitable subject-verb agreement. However, there were two students that were unable to make a sentence. The researcher then asked the students' seatmates to

cooperate to make the sentences together. Just after a moment later, they could make their own sentences.

Before ending the activity, the researcher gave opportunity to the students to ask anything about the materials from the first meeting to the last meeting. A student asked about the the subject and the past form of “to be”. Subsequently, the researcher gave explanations about past form of “to be” and presented the examples of it in the form of sentences.

Then the activity was moved to revising the recount text. The researcher had already given feedback on the students’ first draft and now the students had to revise their recount text. The researcher gave some hints to correct the writings. When the students were in the middle of writing, the bell rang so the students had to write it after the break.



Figure XV: **The students were revising their recount text**

After the break, the students continued to revise their recount text. They took out their coloring pencils to make their mind maps more beautiful. The researcher also lent his coloring pencils to the students. The researcher walked around the class and helped them if it was

necessary. Sometimes the students asked the difficult words related to their writing. Since most of the students did not bring a dictionary, the researcher tried to help them by triggering and recalling their memory of the words they were looking for. The students were little bit noisy when they were writing their recount text.



Figure XVI: The researcher was monitoring students' work

Some students had already finished their writing even before the time was up. There were some students who sat at the back row that needed more time to finish their writing. After all students finished their writing, the researcher asked them to submit their recount text together with the mind map and the first draft. The researcher then ended the lesson by reviewing the materials that had been explained in the meeting. After that, one of the students voluntarily led the prayer and then the researcher, the collaborator and the teacher left the classroom.

c. Reflection

After the cycle 2 was conducted, the researcher, the collaborator and the teacher reflected on the actions of the cycle. The researcher did some interviews towards the collaborator, the teacher and the students to reflect what had been conducted in the cycle 2. In general, the implementation of the mind mapping technique in the second cycle resulted on some improvements in the students' writing ability and motivation. In the cycle 2, the students were more familiar with the vocabulary and grammar which were commonly used to write a recount text. The students were also more active in participating in the teaching and learning process.

R : *Saya ingin bertanya tentang implementasi cycle 2 yang sudah saya lakukan kemarin Bu. Menurut Ibu bagaimana ya implementasi teknik-nya?*

T : *Jadi disini anak memang memerlukan waktu untuk menuliskan ide-ide-nya. Memang waktunya terbatas ya. Saya kira anak-anak sudah bisa menuliskan ide yang ada pada pikiran anak-anak dan sudah bisa menuangkan ekspresi mereka dalam menulis pengalaman mereka dalam teks recount. Ya rata-rata sudah pada bisa.*

R : *Untuk keseluruhan program dari awal sampai akhir menurut pendapat Ibu bagaimana ya?*

T : *Ya sudah ada peningkatan yang bermakna. Pas awal-awal itu masih rame dan belum siap mau ngapain sampai Anda memberikan materi. dari kerja kelompok sampai individu. Jadi saya kira sudah ada peningkatan di setiap anak.*

R : *Bagaimana dengan motivasi siswa dalam belajar, Bu? Apakah menurut Ibu ada peningkatan?*

T : *Ya itu dari gurunya sendiri ya. Saya akui saya selama ini kurang teknik untuk mengajar menulis. Memang perlu teknik-teknik tertentu dalam mengajar menulis. Seperti teknik mind mapping bisa membuat anak lebih bersemangat. Tadi mereka rame tapi rame mengerjakan. Jadi produktif buat nulis.*

Interview Transcript 10/Appendix C

According to the teacher, the students had already been able to express their idea in writing a recount text using mind maps and the mind mapping technique succeeded to make the students more enthusiastic in

teaching and learning process. The students might still be little bit noisy but they worked productively on their writing. Then, the students seemed that they enjoyed writing using the mind mapping technique. It can be justified in the following interview transcripts.

R : *Kalo menurutmu teknik mind mapping-nya gimana? Kalian suka enggak?*
 S12 : *Suka Mas.*
 S27 : *Suka.*
 S21 : *Iya suka.*
 R : *Kenapa kok suka?*
 S12 : *Kan itu ada gambarnya, jadi lebih mudah membuat paragrafnya.*
 R : *Kalo Yusuf gimana?*
 S21 : *Ya menyenangkan Mas.*
 R : *Karena?*
 S21 : *Karena suka nggambar juga.*
 R : *Kalo Satria?*
 S27 : *Iya sama Mas menyenangkan. Jadi lebih paham.*
 R : *Oke, good. Mind mapping membantu menulis enggak?*
 S12 : *Membantu banget pasti.*
 R : *Membantu gimana?*
 S12 : *Ya jadi lebih paham.*
 R : *Yusuf gimana?*
 S21 : *Iya jadi lebih mudah menulis, meningkatkan daya imajinasi.*
 R : *Satria?*
 S27 : *Heem Mas, lebih paham membuat paragrafnya.*

Interview Transcript 11/Appendix C

R : *Terus menurut pendapat kalian mind mapping-nya gimana?*
 S31 : *Lumayan gampang sih soalnya suka gambar juga.*
 S28 : *Seru aja.*
 R : *Suka nggak sama mind mapping?*
 S28 : *Suka.*
 R : *Kenapa kok suka?*
 S28 : *Ya karena kalo diajarin tu gak pernah gitu lah. Cuma pembahasan lewat buku.*
 R : *Kalo Anggun suka enggak?*
 S31 : *Suka, ya karena lebih gampang aja kan ada gambar-gambarnya.*
 R : *Kira-kira membantu enggak dalam menulis?*
 S31 : *Iya bisa bantuin merangkai paragraf.*
 S28 : *Iya, sama vocab-nya juga.*

Interview Transcript 12/Appendix C

R : *Kemarin kan pakai teknik mind mapping, gimana menurut kalian?*
 S8 : *Suka.*
 S30 : *Suka. Yang disukai ya gambar-gambarnya itu.*
 R : *Oh yang disukai gambar-gambarnya itu, kenapa kok suka?*
 S8 : *Hobi.*
 S30 : *Ya suka nggambar aja. Hobi.*

Interview Transcript 14/Appendix C

The students mostly enjoyed the mind mapping technique because they like drawing. Besides, the students also obtained the other advantages of using mind mapping technique in writing a recount text such as raising their imagination and arranging the paragraphs to write a recount text. In addition, students also felt easier to find the topics of the recount text using mind mapping technique as stated in the interview transcript below.

R : *Mind mapping-nya membantu enggak buat nulis recount text?*
 S11 : *Iya jadi lebih muda untuk membuat topiknya.*
 R : *Kalo Ryan?*
 S25 : *Ya lebih mudah aja nyusun teksnya.*
 R : *Koko?*
 S18 : *Iya jadi bisa lebih paham recount text-nya.*

Interview Transcript 13/Appendix C

Similarly, the collaborator found out that the researcher and the fact that the students had not recognized the technique before gave a big impact towards the result of the implementation of mind mapping technique, especially their participation. In line with the collaborator, the students were also pleased about the technique since it was new for the students and it gave advantages to gather more ideas. Those opinions can be justified in the following transcripts.

R : *Kalau motivasi siswa sendiri bagaimana sehubungan tentang mind mapping dan pembelajarannya?*
 C : *Angka partisipasinya sudah meningkat karena pengajarnya dan teknik yang digunakan juga baru.*

Interview Transcript 16/Appendix C

R : *Kemarin kan pakai teknik mind mapping, menurut kalian gimana?*

S5 : *Senang sekali Mas.*

S7 : *Sama Mas.*

R : *Kenapa bisa senang?*

S5 : *Karena baru, belum pernah pake itu sebelumnya.*

R : *Kalo Bayu kenapa?*

S7 : *Suka aja Mas karena bisa menambah ide sama inspirasi gitu hehe.*

R : *Kalo Yoga?*

S29 : *Sama Mas, bisa menambah pengetahuan tentang Bahasa Inggris.*

Interview Transcript 15/Appendix C

Furthermore, the media which was Power Point slides presented on the screen in front of the class had some effects on the students' behavior in the classroom. The Power Point slide helped the teacher reduce the noise in the classroom as stated by the teacher in the discussion with the researcher as presented in the following interview transcript.

R : *Kemudian saran untuk kedepannya apa ya Bu?*

T : *Mungkin ada anak yang masih butuh perhatian dan bimbingan lebih agar mampu mengikuti pelajaran. Kalo Anda sudah cukup bagus. Dengan menampilkan slide PPT cukup membantu anak dan mengurangi keramaian kelas. Saya akui saya memang agak kurang untuk teknik mengajar menulis. Jadi mungkin akan saya coba di kelas dengan tema yang berbeda.*

Interview Transcript 10/ Appendix C

In addition, the implementation of the action in cycle 2 also relatively had positive improvements related to grammar and vocabulary mastery. Grammar and vocabulary mastery were the problems that were mainly solved in cycle 2. The discussion between the researcher and the teacher related to the problems is noted in the following interview.

R : *Untuk kemampuan aspek-aspek menulis seperti vocab, grammar, dan mechanics siswa bagaimana ya Bu?*

T : *Beberapa sudah fasih menggunakan aspek-aspek itu dengan tepat. Namun masih ada beberapa yang masih sedikit-sedikit. Tapi saya kira anak-anak sudah semangat kok. Ya mungkin dari grammar-nya mungkin sedikit-sedikit masih ada kesalahan. Tadinya biasa-biasa. Setelah diberi teknik mind mapping mereka sudah mulai mau mengerjakan dan terlibat dalam pembelajaran.*

Interview Transcript 10/Appendix C

Based on the transcript above, the teacher found that the students were able to use grammar and vocabulary appropriately and were involved in the teaching and learning process. The students might still have some mistakes in grammar aspect, but they were willing to do the task. In addition, from the students' point of view, the students also felt that their grammar and vocabulary improved.

R	: <i>Kalo vocab sama grammar-nya gimana? Meningkat enggak?</i>
S25 & S11	: <i>Ya lumayan meningkat.</i>
R	: <i>Koko gimana?</i>
S18	: <i>Kalo grammar-nya meningkat Mas.</i>
S11	: <i>Iya Mas, vocab-nya juga kalo aku.</i>
Interview Transcript 13/Appendix C	
R	: <i>Oke, terus kosakata dan grammar-nya meningkat enggak? bertambah enggak?</i>
S8	: <i>Bertambah.</i>
S30	: <i>Iya bertambah.</i>
Interview Transcript 14/Appendix C	

Compared with the first cycle, the improvements of the students' writing in the second cycle was quite satisfying. The students could revise their drafts based on the feedback given by the researchehr. The examples of students' writing result in second cycle can be seen in the following figures.

Name : Niken Sapitri
 Student Number: 22
 Class : VIII A.

STUDENT'S WRITING WORKSHEET

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

Baron Beach

Last week, My Friend's and I had Holiday in Baron beach. In the morning we went to Baron Beach From my friend's house.

At 10 a.m. ⁵⁷ rode motorcycle For 3 hours (we arrived at 1 P.m. at Baron beach. After arrived ¹⁹ we explored the beach and rented a boat and ¹⁹ drove. My friend's and I saw many corals and Fish.

My Friend's and I were ^{having} very hungry. we ate lunch and ¹⁹ iled down. After lunch, we went home at 4 P.m. My friend's and I were very happy.

Figure XVII: The student' writing result in cycle 2

Name : salsa Billa syahlia
 Student Number: 26
 Class : VIII A

STUDENT'S WRITING WORKSHEET

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

A Long Trip to Semarang

Last week my family and i had trip to semarang for holiday. At 5.00 pm we went to semarang. we went by the car.

¹⁹ In the road, we stopped in minimarket for ¹⁹ buying the foods and drink. After that we continued the trip. At 9.00 pm, we arrived in the hotel. we stayed in hotel for one night. In the morning we went to Sam Poo Kong. Then we ^{had} lunch. After lunch we walked. Then we went to home. ^{was}

This holiday in Semarang Very tired but this experience was Very fun and happy.

Figure XVIII: The student' writing result in cycle 2

Based on the examples of the student's writing above, it could be seen that the students' writing ability was improved. There were still some mistakes, but they were not as many as in the cycle 1.

C. Research Findings

The implementation of a mind mapping technique was already conducted at 8 A of SMPN 4 Sleman. It consisted of five meetings. The first cycle was conducted on April 28th, May 14th, and May 18th 2016 and the second cycle was done on May 19th and May 21st 2016.

The research findings were discussed in this part. There were two types of data obtained in the research. They were qualitative and quantitative data. The qualitative data were obtained through observation interview and documentation during the research. Meanwhile, the quantitative data were obtained from the students' scores on the pre-test and post-test. By analyzing the data obtained, the researcher found the final results of the research.

Before the implementation of the action, there were some problems in English teaching and learning process, especially in writing skill. The students still did not master the writing aspects such as grammar, vocabulary, mechanics, and organization so it was difficult for them to write a good written text. Then, in the writing process, the students had difficulty in gathering and organizing the idea. As a consequence, the writing process was disturbed since the students were unable to develop sentences and paragraphs. Furthermore, most of the students were not motivated since they showed no enthusiasm in learning activity. In

addition, they did not focus to the teacher's explanation by frequently making random noises and having conversations without paying full attention to the teacher. It distracted either the teacher's or other students' concentration in teaching and learning process.

During the implementation, at the beginning, the researcher gave the students overview about the topic that was going to be discussed which was a recount text. The generic structure and all the aspects consisted in the language features such as the action verb, the adverb of time and the connectors in a recount text were explained to build students' background knowledge. After thoroughly explaining all those materials, the researcher found out that the students started to cope with the aspects of a recount text. By possessing the basic knowledge of a recount text the students would not be confused when they started to produce a recount text.

In giving practices, the researcher provided two tasks that had to be done in pairs and in groups. In term of students' understanding, the task which was done in pairs was proven that it increased the students comprehension, but in the case of time effectivity, it took too much time for students to finish the tasks. Similarly, in the case of the task which was done in groups, there were some groups that could not finish it within allocated time. As a result, the tasks had to be proceeded in the next meeting. The contribution of the members of the groups was also unequal. Most female students tended to work more than the males.

The introductions of the new words related to a recount text was effective to enrich the students' vocabularies. The researcher introduced the news words in the

form of sentences and paragraphs so the students were able to know the meaning of certain words and the use of those words in a sentence or paragraph. In aspect of mechanics, there were relatively no problems in terms of punctuation. Most students could place certain marks at the appropriate places. However, some students still misspelled some words in their writing, but it did not interfere the comprehension of the text.

The implementation of a mind mapping technique had an important role to motivate students in getting involved in learning English and in gathering more ideas in writing a text. The students were more enthusiastic when the researcher started to explain the mind mapping technique. Since the students had not been familiar with the technique, it succeeded to attract the students' attention to the lesson. Moreover, consisting of colorful images, the mind mapping technique made the students more motivated to know how to make and use it in writing a recount text. Besides, after being introduced to and using the mind mapping technique, the students had more relevant ideas to be written down. The range of the ideas also completed the overall parts of the topics.

However, the mind mapping technique seemed to be not so attractive for those who were reluctant to draw pictures. One of the students said that the technique was quite difficult since she thought that she had to be more creative. After having been reassured by the researcher that she could draw as creatively as she could as long as it helped her gather ideas, she started to enjoy the mind mapping technique.

Then, one of the problems in the teaching and learning process was that students did not focus on the materials explained by the teacher. To overcome this problem, the researcher always used media like Power Point to deliver the materials to keep their eyes focus on the materials. The students found it interesting and easy to comprehend the materials that were being discussed. It could also maintain students enthusiasm in answering the questions presented on the slide. Besides, the media could save the time since the researcher could not have to write all the materials on the whiteboards.

In addition to the findings above, the summary of the changes of each cycle in relation to the implementation of the action is presented in the following table.

Table 8: The Comparison in the Pre-condition, Cycle 1 and Cycle 2

No.	Pre-condition	Cycle 1	Cycle 2
1.	The students had problems in writing aspects (vocabulary, grammar, mechanics, and organization).	The students were given sufficient explanations and practices related to those writing aspects. At the end of the cycle, the students still had difficulty in terms of grammar and vocabulary.	The students were provided more thorough explanation and practices related to grammar and vocabulary. Then, they were also given informational feedback which focused on the aspects which the students were lack of. It helped the students to understand those aspects better.
2.	The students had	The students were	The students had been

(continued)

(continued)

	a lack of idea to write a text.	given the example of the mind maps including how to brainstorm the idea and how to draw a mind map in relation to writing a recount text. It helped the students to explore their idea and to arrange the paragraph.	able to generate their ideas and to draw the mind maps. Their writing results showed significant improvement.
3.	The students had low motivation in learning English.	The students were given interesting activity which was writing using mind mapping technique. Subsequently, they were asked to develop their ideas freely and openly. It increased the students' motivation to get involved in the teaching and learning process.	The students were given interesting activity which was writing using mind mapping technique. The motivation of the students grew higher when the students were drawing their mind maps.
4.	The students did not focus to the lesson.	The mind mapping technique was implemented and the researcher presented the materials through Power Point in the classroom. It succeeded	The students were interested with the mind mapping and the materials presented through the Power Point. They were more attracted to the teaching

(continued)

(continued)

		to attract students attention to the lesson.	and learning process.
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After the implementation of mind mapping technique, there were some positive changes on the students' attitudes towards English teaching and learning process and their writing skills.

In terms of the students' writing production, there were also decent improvements from the pre-condition, cycle 1 and cycle 2. The detailed improvements of the students' writing production can be seen in the following table.

Table 9: The Students' Improvements of Writing Production in the Pre-condition, Cycle 1 and Cycle 2

Aspects	Pre-condition	Cycle 1	Cycle 2
Grammar	The errors in grammar and word orders were so frequent. The reader had to rely on his own interpretation.	The errors of grammar and word order were fairly frequent. The errors were predominately by omitting the subjects or verbs and using inappropriate tenses.	There were still some errors of grammar but it did not interfere the comprehension.
Vocabulary	The vocabulary was so limited and the errors hindered the expression of ideas.	The use of inappropriate terms was occasionally conducted, but it did not impair the expression of ideas.	The use of vocabulary was mostly related to the context.
Mechanics	The errors in spelling and in	The errors in punctuation	There were no noticeable lapses

(continued)

(continued)

	punctuation were so frequent. It sometimes led to obscurity.	relatively did not happen. Yet, there were some errors in spelling which, however, did not interfere the comprehension.	of spelling.
Fluency	There was little sense of ease of communication. The structure and vocabulary were sometimes misused and inappropriate.	The texts were quite patchy with some slight inappropriate structure and vocabulary items.	The choices of structures and vocabulary were more appropriate.
Organization	There were little attempts at connectivity although the reader could deduce some organization.	The paragraphs were more organized. The connection could be clearer but communication was not impaired.	The paragraphs were well-organized and the expressions of ideas were well-linked.

In addition, the result of the tests (pre-test and post-test) showed that there were significant improvements in writing aspects such as grammar, vocabulary, mechanics, fluency and organizations. To avoid any bias in scoring the tests, the researcher asked the collaborator to assess the students' tests. Subsequently, the researcher compared the scores from the researcher and the collaborator. The students' mean scores of each aspect in both tests can be seen in the following table.

Table 10: The Mean Scores of Each Aspect in the Pre-test and the Post-test

Aspects	Pre-test	Post-test	Gained Score
Grammar	2,72	3,92	1,20
Vocabulary	3,05	4,28	1,23
Mechanics	3,12	4,05	0,93
Fluency	3,33	4,57	1,24
Organizations	3,53	4,47	0,94

The table above shows the mean of students' scores on each aspect. From the pre-test to post-test, the scores of each aspect were relatively improved. There were five aspects to be scored in both tests that were grammar, vocabulary, mechanics, fluency and organizations. The descriptions were elaborated as follows.

In grammar aspect, the students' mean score in the pre-test was 2,72 and it increased to 3,92 in the post-test. The gained score of grammar aspect was 1,20. Then, the improvements also occurred in the vocabulary and mechanics aspects. In the vocabulary aspect, the students' mean score in the pre-test was 3,05 and it improved to 4,28 in the post-test. The gained score obtained from the pre-test to post-test was 1,23. Subsequently, in terms of mechanics, the students' mean score in the pre-test was 3,12 and it increased to 4,05 in the post-test. The gained score of the mechanics aspect was 0,93.

The fluency and organization aspects had some positive changes as well. The table above also shows that the students had a decent improvement in

fluency. The students' mean score in the pre-test was 3,33 and it improved to 4,57 in the post-test. The gained score of the fluency aspect was 1,24 and it was the highest gained score among other aspects. Also, the table depicted that there was also positive progress among the students in organization. The students' mean score in the pre-test was 3,53 and it increased to 4,47 in the post-test. The gained score of the organization aspect was 0,94. In addition, the following chart shows the comparison of the students' mean score in each aspect in pre-test and post-test.

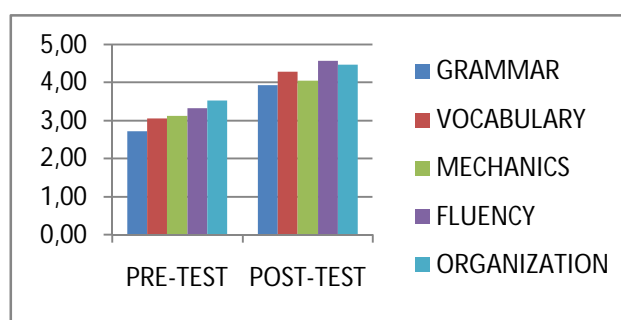


Figure XIX: The students' improvements in all aspects in the pre-test and the post-test

The chart above shows that there were positive improvements in all writing aspects from pre-test to post test. There was an interesting finding related to the improvements of writing aspects in this research. In the scores presented in the chart, the most improved aspect was fluency which the gained score is 1,24. So it can be said that the improvements in accuracy also had an essential impact on the fluency aspect. In addition, the following chart shows the students' total scores in the pre-test and post-test.

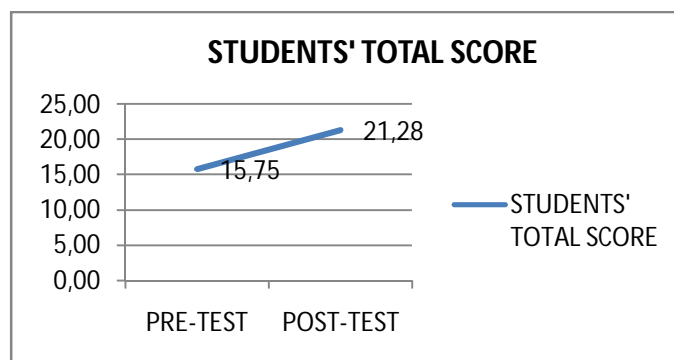


Figure XX: **The students' total score in the pre-test and the post-test**

The total score was obtained from the mean scores in each aspect which were already calculated by the researcher and the collaborator. Then, the mean scores were calculated to find the students' total score in each test. As presented in the chart above, the total score of the pre-test was 15,75 and it was increased to 21,28 in the post-test.

Based on the data presented above, the researcher and the collaborator concluded that the students' writing ability was improved using the mind mapping technique. The students also showed positive attitudes during the teaching and learning process in which they looked enthusiastic and actively participated in the teaching and learning process. Besides, their writing scores showed a considerable improvement.

D. Discussion

The implementation of the mind mapping technique was already conducted from April to May 2016 and it consisted of totally two cycles and five meetings. Before doing the research, the researcher conducted an observation to obtain the overview of the English teaching and learning process at SMPN 4 Sleman,

particularly at class 8 A. The researcher also had discussions with the teacher and the students to get the data related to English teaching and learning process. In addition, he administered a pre-test to obtain the preliminary quantitative data.

The research was meant to improve students' writing skill using a mind mapping technique. The use of mind mapping technique and various actions successfully improved students writing ability, particularly in the recount text. The students succeeded to make improvements in all aspects of writing such as grammar, vocabulary, mechanics, fluency and organization. The positive change on writing ability could be seen in the pre-test and post-test scores which showed a significant improvement. The learning materials and the use of media were essential factors which supported the students to understand the lesson any better.

The use of mind mapping technique was found effective to increase the students' idea and its organization in writing a text. The writing contained plenty of relevant ideas and the flows of ideas were neatly organized from the beginning to the end of the text covering the parts of the topics. This is in line with Krasnic's statement (2011: 30-31) that mind mapping encourages new ways of thinking about concept and ideas and allows personal organization of information. By drawing a mind map before the actual writing, the students had some advantages in terms of raising and organizing the idea. The improvement could be seen in the scores of the pre-test and post test.

The mind mapping technique also made the students more motivated in teaching and learning process. Since the mind mapping technique was new for them, the students were curious about the technique and the way how to use it in

writing a text. The improvement of the students' motivation could be seen during the teaching and learning process that the students were more active and enthusiastic either in asking and answering the questions and doing the tasks. The students also showed their enthusiasm and expressed their confidence when they wrote their recount text using mind mapping technique. They were also more enthusiastic when drawing and coloring their mind maps for their recount text. This finding deals with Krasnic's statement (2011: 30-31) that visual maps (mind maps) are enjoyable to develop, review and remember. Because visual maps are attractive and interactive, they maintain interest for much longer than traditional narrative text. In addition, the finding is also in line with Goodnough and Woods' statement (2002) that the students perceived mind mapping as a fun, interesting and motivating approach to learning.

The improvements were also supported by the use of the learning media which was Power Point that could successfully draw the students' attention towards the lesson and made the lesson easier and more understandable for students. This finding is in accordance with the statement of Kemp and Dayton (1985) in Maria (2012). They stated that visual can boost motivation and maintain attention by making the lesson more interesting.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, there are three aspects to be presented. They are conclusions, implications, and suggestions. The descriptions of aspect are elaborated as follows:

A. Conclusions

This research was conducted from April 28th to May 21st, 2016 at 8 A of SMP N 4 Sleman. After all the actions in the research were conducted, there were some points to be concerned related to the implementation of the mind mapping technique on writing skill. The conclusions are explained below:

1. The implementation of the mind mapping technique increased the students' motivation during the English teaching and learning process. The new interesting technique like mind mapping changed the students' attitude towards writing and it also maintained the students' interest much longer. As a result, the students looked so enthusiastic and confident when writing a recount text using mind mapping technique.
2. The implementation of mind mapping technique in English teaching and learning process, especially in writing skill, was effective to raise students' idea and its organization in writing a recount text. By using the mind mapping technique, the students easily obtained ideas to write, to develop and organize it into a good text. The sufficient explanations and practices of grammar and vocabulary also had considerable improvements in students' writing ability.

3. The use of teaching media like Power Point could successfully draw students' attention towards the lesson. The visual media could maintain students' attention and make the lesson interesting and more understandable for students.
4. Beside the improvements of some aspects which were stated in the previous points, there was also a deficiency of the mind mapping technique. At the beginning, the student who was reluctant to draw pictures tended not to enjoy the mind mapping technique as much as other students did. However, after having been reassured by the researcher, the student then started to cope and enjoy the technique.

From the explanations presented above, it can be concluded that the research of improving mind mapping technique to improve the students' writing skill at class 8 A of SMPN 4 Sleman was successfully conducted.

B. Implications

Based on the results of the research, the implementation of mind mapping technique successfully improved the students' writing skill. The actions conducted by the researcher had some implications as presented in the following points:

1. The results of the research show that mind mapping technique can be an alternative way for teaching writing. By using mind mapping technique as a pre-writing activity, the students were helped to brainstorm their ideas before the actual writing. And as a result, the ideas that come out were

relevant and it was neatly organized. It implies that the mind mapping technique can help the students to raise and organize their idea in writing a text, particularly a recount text.

2. As an interesting technique with visual and colorful images, the mind mapping technique can enhance and maintain students' motivation. Also, the students looked so enthusiastic and confident in writing a text. It implies that the mind mapping technique improve students' motivation in the teaching and learning process, especially in writing skill.
3. The media used by the researcher is a Power Point. Consisted of interesting pictures and colorful slide, the media is useful to make the students pay more attention to the lesson. As a result, the use of the media is essential to attract the students' attention towards the lesson and to make the lesson easier to be understood.
4. The implementation of mind mapping technique has deficiency in terms of students' reluctance in drawing pictures. The students who are reluctant to draw tend not to enjoy the technique as much as the other. It implies that the technique needs to be modified for that kinds of students and the teacher needs to reassure the students to draw to fully achieve the goal of the lesson.

C. Suggestions

Based on the conclusions and implications, there are several suggestions to be given to the participants related to the reserach. The suggestions are as follows:

1. For the English teachers

Writing skill is considered as the most difficult skill to be mastered by the students. Therefore, in teaching writing skill, teachers have to use as effective and interesting technique and media as possible to motivate the students. In accordance with the result of this research, the mind mapping technique is one of the most interesting techniques in teaching writing. Consisted of colorful visual images, the technique can motivate the students to write a text and make the students enjoy the teaching and learning process

Related to writing skill, the technique can be used in pre-writing activity to brainstorm the idea and then to organize it into a good text. Moreover, teachers have to pay attention to the other aspects of writing skill by giving the students sufficient practices to support the writing production of the students. Also, the teachers need to provide the students more opportunity to practice writing so their writing skill will significantly improve.

2. For the students

Based on the results of the research, there are some essential improvements on students' writing aspects such as grammar, vocabulary, mechanics, fluency and organization. However, the students need to learn and practice more about writing either at school or at home. When they have difficulty in gathering ideas in writing a text, they can use mind mapping technique as creative as possible to help them to raise and organize the ideas.

3. For the next researchers

This research concerns on improving students' writing skill by using mind mapping technique. By considering the effectiveness of this technique, other researchers can use this study as an additional reference to continue and improve the research of the similar field. Researchers also can use various activities and tasks in supporting the implementation of mind mapping technique.

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APPENDICES

APPENDIX A

FIELD NOTES

No : FN.01
 Day/Date : Wednesday/ February 24th, 2016
 Time : 7 am
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Observation
 Respondents : R (Researcher)
 T (Teacher)
 S (Student)

R arrived in the classroom at 7 am. When R arrived, T and Ss had already in the classroom. After asking a permission from the T, R directly went to the back row of the seats and started observing the teaching and learning process. The classroom was still noisy and some Ss were walking around since they were possibly not ready for the first class on this day.

T started the class by greeting and saying “How is life?” and it was directly answered by Ss by saying “Good” in chorus. Then, T continued by checking the attendance. After that, T asked the Ss about the previous assignment by saying “*Siapa yang belum mengumpulkan tugas?*” and some Ss answered “Anggun, Koko, *sama* Bayu *belum* Bu.” After a few minutes, there was a S that came late to the classroom and sat down after being punished outside the classroom.

The T explained a material about “good health”. She mentioned kinds of disease that were commonly suffered by people and listed it on the whiteboards. When she was writing on the whiteboard, some Ss at the back row made a noise by loudly talking to his classmate. Then, T little bit mispronounced the word “cough” became /kouk/ when it should be /kaf/. Then T asked lead in question like “What vitamins do you usually consume?” and Ss replied it variously by saying “*Vitamin C, Bu.*” and “*Vitamin A.*” All answers were told very loudly by the Ss.

The next explanations were about the label on the medicine bottles. The T showed a bottle of medicine. It consisted of the compositions and directions in consuming the medicine. When the teacher was explaining the material, some Ss kept talking with their seatmate and they seemed unwilling to listen to the teacher’s explanation. Subsequently, the T asked the Ss to guess the name of the disease on the pictures presented in the book. The pictures were about some people who were suffering from some diseases. Some Ss sitting at the front row could answer it correctly, but those who were sitting on the back did not say a word.

After that, Ss were assigned to write a paragraph. The paragraph was about what disease the students ever suffered from, the way how to cure it

and to prevent the disease from getting back to the body. They looked so reluctant to do the activity and even some students expressed some sighs. The R walked to some tables and found out that Ss met some problems in doing the activity.

Some minutes had passed but some Ss still had not written a single sentence yet and they looked confused of what to write. As seen by the R, they also found it difficult to choose appropriate words to complete the sentences. Unfortunately, there were only small numbers of Ss who brought a dictionary. Some Ss walked around the classroom to ask their classmates about the appropriate words and to borrow a dictionary and even they shouted it. It made more noises in the classroom.

The bell rang when the Ss were in the middle of writing their paragraph. Some Ss had not finished their task and only wrote few sentences. Then the T reviewed the materials discussed in the meeting. Afterwards, the T closed the lesson by greeting the Ss once again and leading the prayer. Then the T and R left the class at 8.20 am.

No : FN.02
 Day/Date : Wednesday/March 9th, 2016
 Time : 7.40 am
 Place : Class A of SMPN 4 Sleman
 Agenda : Pre-test
 Respondents : R (Researcher)
 T (Teacher)
 S (Student)

The pre-test was conducted at 7.40 am. Before administering the test, the R led a prayer. Next, the R explained what he was going to do that morning (pre-test). Some Ss sighed directly after they knew that the pre-test was to write a text. The instructions of the pre-test were that the Ss had to write at least ten sentences about their past experiences.

After some minutes had passed with the explanations about the recount text and the instructions of the pre-test, the pre-test was officially started. Some Ss looked so confused of what they were going to write. Some Ss asked each other with their classmates and opened a dictionary. The R and the T frequently warned the Ss to not ask to classmates and to open a dictionary.

Even some Ss asked the R about certain vocabulary by saying “*Mr bahasa Inggrisnya ‘sungai’ tu apa ya?*”. And also “*Kalo ‘berangkat’ tu bahasa Inggrisnya apa ya Mr?*” There were many other words that were asked by the Ss to the R related to recount text.

Writing a paragraph in English seemed to be very confusing for the Ss since there was a S that said “*Mr aku bikin paragrafnya pake bahasa Indonesia aja ya.*” Yet, the R kept encouraging the S to keep writing in English. Some minutes had passed and when the R moved around to check the Ss work, there was a S that had only written the title. Subsequently, the R asked to the S “*Kenapa kok belum nulis paragrafnya?*”. The S replied “*Gak tau mau nulis apa Mr. Gak ada ide.*” Then, the R encouraged the S to write anything about past experience that the S had already done.

When the R was checking the Ss work, suddenly the bell rang. It meant that the pre-test’s time was up. The R said “Well students, the time is up. Please submit your work on this table (pointing a table).” The Ss then submitted their work one by one. Some Ss were still writing on their work when the others had already submitted their works. The R approached them and said “Come on the time is up. Please submit your work.” After all students submitted their works and returned to their seat, the R closed the pre-test by saying *Alhamdulillah*. Finally, the pre-test was finished at 8.21 am and then the R and T went out of the class.

No : FN.03
 Day/Date : Thursday/April 28th, 2016
 Time : 11.30
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Action Meeting 1 (Cycle 1)
 Respondents : R (Researcher) T (Teacher)
 C (Collaborator) S (Student)

The R, C, and T came to the class at 11.30 and the Ss were still busy with their works in the previous subject. After some minutes preparing the lesson, the R and Ss were ready to begin the lesson. The class was begun with greeting and praying led by the R. Then the R asked the attendance by saying “Who is absent today?” The Ss replied using Bahasa Indonesia “*Nihil.*”

The R started by asking some questions about what the Ss did last Sunday and a recount text in general. The Ss gave various answers and most of them told that a recount text was a text that told about past event. After

that the researcher delivered the objective of the lesson which was giving knowledge related to recount text. The R started by giving explanation about the generic structure of recount text. The R asked “The first is the title. Can you give me the example of a title?” A S answered “*Nonton PSS.*” in Bahasa Indonesia. There was also other S who answered “Holiday to Jakarta.”

Then, the R explained about setting or orientation and list of events. One of the Ss immediately answered “Rangkaian kejadian yang dialami.” The R directly replied “Great! Can you give an example?” The R moved from one S to another S to draw the answer of the other Ss. One of the Ss answered “Take a photo and video.” The R replied “Good!”. The R then checked Ss’ understanding by asking them what had been learnt so far. The Ss answered it enthusiastically.

After explaining the reorientation of the recount text, the R gave the Ss an example of a recount text and gave them some time to read and comprehend the text. The Ss who sat on the left side paid so much attention the text, but there were two Ss at the back seats that talked to each other. Then the R asked the Ss to identify the generic structure of the text and ask several comprehension questions about the text presented on the slide PPT such as “What did the writer feel about the trip?”

Then the R explained the language feature of a recount text. The R asked the Ss to give more examples of verb in the form of simple past tense and connectors. Some students could mention the verbs and connectors correctly, but there were also some students that could not mention another example of connector.

Subsequently, the R once again presented the same text as before and asked them some question about the language feature of the recount text like “What are the action verbs?” and “What are the connectors?” Not many Ss answered in the questions related to the language feature of the recount text. Most of the Ss were silent when the R asked them some questions. Next, the R asked some Ss to make a sentence using some action verbs like *went* and *saw* and the Ss answered with full sentences.

The R gave another example of recount text to the Ss and gave them some minute to comprehend the text. Then, the R asked the Ss “What did the writer feel?” some Ss replied “Really enjoyed.” After that, the R asked the Ss to identify the connector used in the text and most Ss answered “First, second, ...”

A moment later, the R distributed the worksheet to do in pairs. Then the Ss did the task and the R walk around the classroom to check their works. The Ss were really enthusiastic in doing the task even some pairs of the Ss had finished it even before the time was up. Not so long after that, there was an

No : FN.04
Day/Date : Saturday/May 14th, 2016
Time : 08.20 am
Place : Class 8 A of SMPN 4 Sleman
Agenda : Action Meeting 2 (Cycle 1)
Respondents : R (Researcher T (Teacher)
C (Collaborator) S (Student)

At 08.20 R, C and T came to the class and the Ss were already in the classroom. Then, a male S helped R in operating the projector. R greeted the Ss and unlike the previous meeting, the Ss responded in English which was very good. The R then led the prayer in English and asked about homework. Most of the Ss had finished and brought the homework but some of them did not bring their homework. After that the R and the Ss discussed the homework and the Ss submitted it to the R.

R recalled the material last meeting and asked about the structure of recount text. Those who sat at the front row were very encouraged to answer, but those who sat at the back keep saying “rude” words. A moment later, those at the back finally stopped saying “rude” words and started to engage in the teaching-learning process by responding in Indonesian language. R then moved on to past tense material. First, R introduced regular verb to them some words already known (*stayed, worked, walked, etc.*). Next, R asked a S to make a sentence.

S1 : “I studied at school yesterday.”

After that, the R explained “to be” form in past tense. S2 reminded other Ss to be quiet and pay attention to R once the class being noisy. Then the R gave the irregular form of simple past tense. Not many Ss could identify the past form of words like *go*, *like*, *sleep* and *have*. The R gave more example of irregular and its use in the sentences. After that, the R explained kinds of adverb of time which were commonly used in a recount text. The Ss paid attention to R more.

The Ss then arranged jumbled words into good sentences. Most Ss were very enthusiastic to do the practice so the classroom was little bit noisy because of students' voice screaming the answers.

The next activity was a pair-work.

R : Work in pairs.

S3 : *Apa artinya?*

R : Work in pairs.

S4 : *Kerjaan berdua.*

S3 : *Oh, berdua.*

The R then gave detailed information to the Ss (gave instructions). R checked out Ss understanding about what they should do in the task by asking one of the Ss. Ss did the task enthusiastically. The classroom started to be noisy because of pair discussions. The R told the Ss to use a dictionary when they found difficult words. The pairs that had already finished doing the task discussed with other pairs autonomously (without R telling them to). R paid attention to those at the back and encouraged them to finish doing the tasks. Those who sat at the back were willing to do the task. They asked to the R whenever they found difficulties that they could not solve. Although they were asking in Javanese language, the R explained in English and a little bit Bahasa Indonesia

After having a break, R asked whether the Ss finished the task. R then discussed the task by offering the Ss to answer it. However, no S wanted to answer it. Then the R called out Ss' name one by one to answer the task. All of their answers were correct. Some of them had variations in placing the adverb of time which was allowed. The Ss' works were then submitted to R.

The R started to introduce mind-mapping by reflecting Ss' experience in lacks of idea when they were writing. Most of them answered that they would asked some friends if they had no idea to write. All of the Ss had not known about mind maps before. R then gave closer mind maps with the Ss and drew a mind map with the help from the Ss. The R also presented some examples of mind maps on the screen and the Ss paid more attention to it.

After that, R divided the Ss in groups. The groups were mixed of boys and girls. R distributed handouts with mind maps on it. Ss task' was to write a recount text according to the mind maps. The minimum number of the sentence was 10 sentences. The Ss were eager to write but lack of vocabulary was their obstacle. The R suggested them to use dictionary.

The bell rang and the R asked the Ss to continue their work at home to be submitted on the next meeting. He also told the Ss to bring coloring pencils for the next meeting. Then, R asked what Ss learnt today and those at the back answering in a loud voice. Finally, R asked one of the Ss to lead the prayer and then got out of the class with the C and T.

No : FN.05
 Day/Date : Wednesday/May 18th, 2016
 Time : 07.00 am
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Action Meeting 3 (Cycle 1)
 Respondents : R (Researcher) T (Teacher)
 C (Collaborator) S (Student)

R greeted the students and asked one of them to lead the prayer. Then R checked students' attendance. Ss answered 'Nihil'. R recalled about what they learnt last meeting. R asked them to work in groups (they were grouped in the last meeting). R gave time 10 minutes to finish their work. The Ss were little bit noisy when they started working. There were students who walked around the class to borrow a dictionary and to look at other groups' work. R went around the class to check students' work and gave explanation to Ss when they found obstacles. The researcher always warned the students to use correct capital letter and punctuation.

Ss discussed enthusiastically about the series of events (which one comes first and which one comes after). Ss also searched for the words they were looking for in the dictionary. Some of them borrowed dictionary from other group. R kept reminding Ss about the time left for doing the task. Some Ss missed the subject or the verb in the sentence. R gave feedback immediately to them. There were two groups that could not be conditioned at the beginning of the activity. One of them could be conditioned when R reminded that they only had five minutes left. Then the R asked the Ss to submit the recount text they had already written since the time was up.

After that, the R asked the Ss to arrange jumbled sentences into a good paragraph. The R used PPT as the media for teaching. The jumbled sentences were based on the mind maps which were already written down by the students in the previous activity. R gave feedback to the class not to leave the subject and verb in the sentence. The R gave a sign to every verb that appeared in a sentence. The researcher also asked the present form of the verb to strengthen the knowledge of grammar. The groups that got the same mind maps in the previous task were very engaged in the discussion. They were really active in answering.

The R then asked the Ss to draw a mind map individually with their drawing pencil. The classroom was little bit noisy when they drew mind maps. After that, R asked Ss to write a recount text based on their own mind maps in a piece of paper. The R and T went around the class to check Ss' progress and gave feedback to them.

The Ss were so enthusiastic to draw and write their past experience. There were also some Ss who were too keen to draw the mind maps so they did not realized that they had limited time to write down the text.

When the time was up, some Ss had already finished their writing, but some of them had not. The R asked them to submit the mind maps and their writings whether they had finished or not. The R summarized the lesson. Ss told R that the lesson was easy with mind maps but they needed more time draw and write. S1 led the prayer and after that R ended the lesson.

No : FN.06
 Day/Date : Thursday/May 19th, 2016
 Time : 11.30 am
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Action Meeting 1 (Cycle 2)
 Respondents : R (Researcher) T (Teacher)
 C (Collaborator) S (Student)

The lesson started at 11.30 am. Before beginning the lesson, the researcher asked one of the students to lead the prayer. Some Ss came to the class a minute later. Then, R review some materials taught in the previous meeting. R asked some questions to the Ss about simple past tense. When the R and the Ss were in the middle of discussions, suddenly five Ss came around 5 minutes after the lesson started. The coming of those Ss little bit disturbed the concentration of the Ss. The R continued to explain the lesson. He asked the Ss whether they could give example of the past tense. Most of the students answered it completely together with the present form. Then the R showed some action verbs on the slide and provided a sentence of each word. The Ss were asked to make another sentence using the words and they correctly made a full sentence.

Some male Ss that came late triggered the others to make some noises. The R stopped his explanation and asked them to be quiet. Then, he continued and asked the Ss to pay attention to the exercise. The Ss were so interested in arranging jumbled words. They shouted the answers and when the R called a name to answer, the Ss answered enthusiastically. The simple past and recount text was taught in some previous meetings.

When the R showed some exercise of filling the sentences with *was/were*, the Ss answered differently. The then researcher called some Ss to do each number. The Ss whose names were used as a subject in the sentences were so enthusiastic. Then the researcher confirmed the right answers.

After completion exercise, the R gave the error recognition exercise on the recount text. The texts presented on the slide were the results of the students' group of writing practice which were written down and submitted some meetings ago. The R asked the Ss if there were any errors in the paragraph. Then, the Ss recognized some verbs were in the wrong form. The Ss who sat in the two front rows could accurately point the wrong thing in the text. Meanwhile, some of those who sat at the back kept silent. Then, the R asked them what the correct form of those verbs and the Ss answered that differently. Then the R confirmed the correct answers and explained more about the verb form.

The time was still at 12 o'clock but some other Ss from the other class showed up by the window and annoyed the class. It caused the Ss wanted to go home too. So the R reviewed the materials that they learnt that day. After that, R asked the Ss to lead the prayer. The R, C, and T left the class at 12.10 pm.

No : FN.07
 Day/Date : Saturday/May 21st, 2016
 Time : 8.20 am
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Action Meeting 2 (cycle 2)
 Respondents : R (Researcher) T (Teacher)
 C (Collaborator) S (Student)

The R, the C and the T entered the classroom right at 8.20 am. The R started the lesson by greeting the Ss. Then he asked them who was absent and called the Ss name one by one. After that, he asked one of the Ss to lead the prayer.

The Ss were still talking to each other when the R started the lesson. The R started to use the projector to remind the previous materials. R showed some sentences and gave an error recognition activity. The R intentionally called the Ss whose English ability was still low to answer that task. The Ss started to pay more attention when the R called Ss' names to correct the errors in the sentences. The R found out that most of the Ss who were called could identify and correct the errors.

The R showed the next slide that were some pictures with verb and adverb of time. The Ss were supposed to make a sentence based on the picture and the words in the past tense. The R asked whether there was a volunteer to make a sentence. Some Ss raised their hands and the R chose some of them

to answer. The R also appointed some Ss for the next numbers. The male Ss were excited as their friends' names were called to answer. Most of the sentences made by the Ss were completely correct.

The next activity was recalling the students understanding about the forms of verbs (regular and irregular). R called the Ss names to make sentences using the past simple irregular form of the words. The Ss were challenged to make a sentence using those verbs. Most of the Ss could make correct sentence with suitable subject-verb agreement. However, there were two Ss that were unable to make a sentence. The R then asked the Ss' seatmates to cooperate to make the sentence together. Just after a moment later, they could make their own sentences. Then the R asked the Ss if there was any difficulty from the first meeting to this meeting. There was a S that asked about the use of subject in the relation of "to be". The R subsequently gave them more explanations and example of it.

After being given their previous writing result, Ss revised their writing based on the R's feedback. The R gave some hints to correct the writings. After giving the Ss writing, the R gave a new sheet to rewrite the final version of their writing. The bell then rang as the Ss were working so they took a break.

After a break, Ss continued to write their writing and revised their mind maps. They took out their coloring pencils to make their mind maps more beautiful. The R helped the Ss to revise them if necessary. Sometimes the Ss asked the difficult words related to their writing. Since most of the Ss did not bring a dictionary, the R tried to help them by triggering and recalling their memory of the words they were looking for. The Ss were little bit noisy when they were writing their recount text.

Some Ss had already finished their writing even before the time was up. There were some Ss who sat at the back row that needed more time to finish their writing. After all Ss had finished writing their recount text, the R asked the Ss to submit their writing. Subsequently, the Ss submitted their writing and since the time was up, the R ended the lesson by reviewing the materials that had been discussed in the meeting. A S led the prayer and then the R, C, and T left class.

No : FN.08
 Day/Date : Wednesday/May 25th, 2016
 Time : 7.00 am
 Place : Class 8 A of SMPN 4 Sleman
 Agenda : Post test
 Respondents : R (Researcher) C (Collaborator)
 T (Teacher) S (Student)

The R arrived at the school at 6.55 am and the Ss were already in the classroom. After praying and singing *Indonesia Raya*, the R and T got in the class. The Ss made little bit noise when the R prepared the lesson. The R opened the lesson by greeting and asking S1 to lead the prayer. The R reviewed what the Ss had learnt during having a lesson with the R. Most of the Ss answered simultaneously and enthusiastically. They answered by fluently mentioning all the materials that they had learnt so far. After reviewing the materials, the post test was about to begin.

Before conducting the pre-test, the R conveyed the instructions of the test. The instructions of the post test were the same as those in the pre test. The instruction was that the Ss had to write a recount text based on their past experience or activity consisted of at least ten sentences. The post test began after the R gave the Ss worksheets. At first, the R gave the Ss time to draw mind maps about what they would write later on. After the Ss had drawn their mind maps, they started to write the recount text. During the test, the R walked around the class to check the Ss works and to make sure that there no Ss cheating in the test.

The test ended at 8.15 before the bell rang. After asking the Ss to submit their work, the R asked the Ss whether the test was difficult or not. Most of the Ss answered that the test was quite easy since they had already learnt much about that. When the bell rang, the R ended the class by asking the S1 to lead the prayer and greeted them at the end of the class. R and T left the class at 8.21 am.

APPENDIX B

INTERVIEW

GUIDELINES

INTERVIEW GUIDELINES

A. Before Implementation

1. For the English Teacher

- a. Bagaimana proses kegiatan belajar mengajar Bahasa Inggris di kelas 8 A?
- b. Bagaimana proses kegiatan belajar mengajar Bahasa Inggris untuk *skill* menulis di kelas 8 A?
- c. Kesulitan apakah yang sering Ibu temui saat mengajar menulis?
- d. Bagaimana kemampuan menulis siswa?
- e. Kesulitan apa saja yang dialami siswa kelas 8A dalam menulis?
- f. Bagaimana penyampaian materi dan penggunaan media untuk pembelajaran Bahasa Inggris? Media apa saja yang digunakan?
- g. Darimanakah sumber belajar yang Ibu gunakan?

2. For the students

- a. Bagaimana proses kegiatan belajar Bahasa Inggris di kelas?
- b. Bagaimana pendapat Anda tentang cara guru menyampaikan materi?
- c. Apakah kalian suka dengan pelajaran menulis dalam Bahasa Inggris? Kenapa?
- d. Kesulitan apa saja yang biasa kalian hadapi saat belajar menulis dalam Bahasa Inggris?
- e. Aktivitas apa saja yang biasa dilakukan di pelajaran Bahasa Inggris, khususnya *skill* menulis?
- f. Darimanakah Anda mendapatkan ide saat menulis?
- g. Apa yang Anda lakukan jika kekurangan ide?
- h. Aktivitas apa yang Anda sukai ketika belajar Bahasa Inggris?
- i. Apakah Anda sudah pernah menggunakan teknik *mind mapping* dalam belajar menulis?

B. After Implementation

1. For English Teacher and Collaborator
 - a. Bagaimana implementasi teknik yang peneliti lakukan?
 - b. Apakah *mind mapping* meningkatkan kemampuan menulis siswa?
 - c. Bagaimana dengan *writing aspect* dan motivasi siswa?
 - d. Aspek apa saja yang perlu diperbaiki?

2. For the Students
 - a. Bagaimana proses kegiatan belajar Bahasa Inggris?
Menyenangkan atau tidak?
 - b. Apakah Anda menyukai Mind Mapping?
 - c. Apakah Mind Mapping membantu meningkatkan kemampuan menulis dan motivasi Anda dalam belajar *skill* menulis menggunakan Bahasa Inggris?
 - d. Apa saran kalian mengenai kegiatan ini?

APPENDIX C

INTERVIEW

TRANSCRIPTS

Interview Transcript 1 (Before Implementation)

Day/Date : Wednesday/February 24th, 2016

Place : OSIS Room

R : The researcher

T : The teacher

R : Selamat pagi Bu, saya ingin bertanya mengenai pembelajaran Bahasa Inggris, khususnya menulis. Menurut Ibu, bagaimana proses kegiatan mengajar Bahasa Inggris kelas 8 A?

T : Ya ini memang kita bisa melihat dari situasi keadaan anak-anaknya. Kan setiap anak kan beda-beda ya. Memang ada beberapa anak yang sifatnya itu rame, jadi disitu kita harus bisa handle anak tersebut supaya bisa mengikuti dan tidak rame saat mengerjakan tugas dengan kelompoknya. Kemudian untuk partisipasi dari anak-anak rata-rata bisa mengikuti, cuma ada beberapa anak yang usil dan rame. Tapi hampir rata-rata mereka antusias mengikuti pelajaran.

R : Jadi sebagian rame sebagian tidak, begitu ya Bu?

T : Tapi ramanya tu nggak terlalu, hanya beberapa, hanya segelintir. Dari 32 anak yang rame hanya kelompok anak-anak yang itu aja. Kurang lebih ada empat anak. Tapi itu juga membawa dampak kepada yang lainnya jadi ikutan rame.

R : Seperti ketularan nggih, Bu? Hehe

T : Itu anak-anak yang kelompoknya Arifin cs situ. Ada Yoga, Ferdian, Ferdiansyah. Rata-rata tetap mengikuti dan mengerjakan kalo ada latihan.

R : Kalo skill menulis sendiri bagaimana ya, Bu?

T : Kalo menulis itu katakanlah porsi saya untuk menulis itu ya nggak begitu banyak ya. Rata-rata saya sering reading memang. Saya masukan yang menulis itu dari menyusun-menyusun kata dulu. Di latihan soal kan ada kegiatan menulis yang menyusun kata-kata menjadi sebuah kalimat. Saya ambil yang itu dulu. Nanti kalo sudah bisa baru menyusun kalimat menjadi paragraf.

R : *Vocab* dulu, terus menyusun kalimat, baru paragraph, begitu ya, Bu?

T : Iya seperti itu.

R : Untuk kemampuan siswa sendiri bagaimana ya, Bu?

T : Kebanyakan anak menerjemahkan dulu baru merangkai kata-katanya. Kalau langsung nyusun masih bingung. Jadi “open dictionary” baru kalau sudah dapat kata-katanya disusun menjadi kalimat. Dan saya juga membekali mana subjek dan *verb*-nya dan apakah itu *simple present*, *past tense* atau *future*. Lebih sulit lagi kalau menyusun kalimat menjadi sebuah paragraf *recount* atau *descriptive*. Anak sering kesulitan menentukan mana kalimat yang pertama ditulis.

- R : Oh, begitu nggih, Bu. Dalam mengajar *writing*, kesulitan apa ya Bu yang biasa Ibu temui?
- T : Kesulitannya ya itu tadi. Anak bingung mau memulainya dari mana dan tata bahasanya juga harus dijelaskan dulu. Kadang kalau tidak dikasih tahu anak-anak nyusunnya masih tidak benar.
- R : Jadi kesulitannya berasal dari siswanya ya, Bu?
- T : Iya jadi harus dibekali tata bahasa dahulu dan jenis-jenis teksnya.
- R : Untuk penyampaian materi sendiri bagaimana ya, Bu? Media apa yang sering Ibu gunakan?
- T : Kalau *writing* ya pakai potongan-potongan kertas terus disusun atau pakai bukunya. Saya tidak pakai PPT jujur karena saya belum bisa. Memang agak makan waktu lumayan lama kalau menulis dulu di papan tulis.
- R : Oh, baik, Bu. Kalau sumber belajar dalam mengajar dari mana ya, Bu?
- T : Kalau saya sendiri memakai Scaffolding, English in Focus, sama Let's Talk untuk kelas 8, Mas. Jadi saya kutip latihan-latihan dan teks-teksnya untuk latihan.
- R : Baik, Bu. Saya kira sudah cukup untuk interviewnya. Terimakasih banyak atas waktunya.
- T : Iya, Mas. Sama-sama.

Interview Transcript 2 (Before Implementation)

Day/Date : Wednesday/March 9th, 2016

Place : OSIS Room

R : The researcher

S21 : Muhammad Yusuf

R : Pagi dek, mau interview sebentar boleh ya.

S21 : Boleh, Mas.

R : Jadi, bagaimana pembelajaran Bahasa Inggris di kelas?

S21 : Baik, tapi agak rame.

R : Menurutmu pelajaran Bahasa Inggris susah enggak?

S21 : Gak terlalu, ya lumayanlah kira-kira. Tapi agak sulit mengartikan pertanyaannya.

R : Kalau menurutmu Mam Rus menerangkan materinya gimana, pendapatmu bagaimana?

S21 : Ya baiklah. Lumayan jelas. Tapi ada yang susah dipahami soalnya.

R : Kalau pelajaran menulis bagaimana?

S21 : Agak bingung.

R : Bingung kenapa?

- S21 : Ngartiinnya hehe.
 R : Kalau idenya gimana?
 S21 : Kalau idenya lumayan ada, tapi nulisinnya itu yang kurang.
 R : Kalo kamu kekurangan ide biasanya kamu ngapain?
 S21 : Ya nanya temen.
 R : Kalo nggak boleh nanya?
 S21 : Ya diusahain nanya hehe.
 R : Pokoknya harus nanya gitu ya, kalo grammarnya gimana? Tata bahasanya.
 S21 : Ya lumayan.
 R : Kamu suka menulis dalam Bahasa Inggris?
 S21 : Enggak.
 R : Kenapa?
 S21 : Males aja hehe.
 R : Tapi kalau pelajaran Bahasa Inggris aktifitas paling kamu sukai ngapain aja?
 S21 : Ya membaca sama ngerjain soal aja.
 R : Oh ya, ada lagi enggak?
 S21 : Apa ya, *nggambar* juga suka.
 R : Oh suka *nggambar* juga. Pernah denger *mind mapping* belum?
 S21 : Belum, Mas hehe.
 R : Oke. Baik, sampai sini aja ya. Makasih atas waktunya.
 S21 : Sama-sama.

Interview Transcript 3 (Before Implementation)

Day/Date : Wednesday/March 9th, 2016

Place : OSIS Room

R : The researcher

S31 : Anggun Rachma Cholifatun Nisa

R : Selamat pagi, dek. Mau tanya-tanya sebentar, boleh?

S31 : Pagi, Mas. Boleh, tanya-tanya apa, Mas?

R : Ini mau tanya tentang pembelajaran Bahasa Inggris di Kelas.

S31 : Oh, oke Mas.

R : Gini kan kamu udah lama ya belajar Bahasa Inggris, menurutmu bagaimana pelajaran Bahasa Inggris di kelas?

S31 : Asik sih, tapi sering rame.

R : Kelas dua sekarang kan sama Bu Rus ya, menurutmu bagaimana Bu Rus menyampaikan materinya?

S31 : Ya lumayanlah, bagus. Tapi ada yang sebagian kurang jelas.

- R : Oh oke, kalo menulis dalam Bahasa Inggris kamu suka nggak?
 S31 : Suka.
 R : Kenapa kamu suka menulis?
 S31 : Ya suka aja hehe.
 R : Ada kesulitan enggak pas kamu menulis?
 S31 : Ada, susah nerjemahinnya.
 R : Kalo grammarnya gimana? *Subject* atau kata kerja gitu susah enggak?
 S31 : Ya susah sih.
 R : Ada kesulitan lain enggak soal ide? Kalo susah nemu ide kamu ngapain?
 S31 : Ya tanya-tanya temen yang lain. Dibandingkan gitu.
 R : Oh malah nanya temen ya. Kalo menurutmu, aktifitas apa yang paling disukai dalam belajar Bahasa Inggris?
 S31 : Sukanya nggabungin kata, kaya menjodohkan.
 R : Oh sama mengisi kalimat rumpang gitu juga?
 S31 : Iya Mas.
 R : Udah pernah dengar *mind mapping* belum?
 S31 : Belum, Mas.
 R : Tapi suka menggambar tidak?
 S31 : Lumayan hehe.
 R : Oke sip, sudah cukup. Makasih ya atas waktunya
 S31 : Oke sama-sama, Mas.

Interview Transcript 4 (Before Implementation)

Day/Date : Wednesday/March 9th, 2016

Place : OSIS room

R : The researcher

S24 : Puput Setyaningrum

S17 : Iriana Rasyida

S20 : Miftakhil Anfika Wahyuni

S14 : Fifi Wulandari

R : Selamat pagi

S24, S17, S20, S14 : Pagi

R : Mr Ganang mau nanya tentang kegiatan belajar mengajar Bahasa Inggris di kelas. Menurut kalian kegiatan pembelajarannya gimana?

S24 : Seru.

S17 : Menyenangkan.

S14 : Seronok.

R : Kalo kamu?

S20 : Ya asik sih.

- R : Sip. Ngomong-ngomong kalian suka menulis gak? Khususnya dalam Bahasa Inggris.
- S17 : Gak begitu suka menulis, tapi kalo baca suka.
- S24 : Suka.
- S14 : Suka sedikitlah.
- S20 : Lebih suka menulis.
- R : Kenapa kok suka menulis? Kenapa suka kenapa gak suka?
- S14 : Kalo baca itu pusing. Gak paham gitu lho.
- S20 : Kalo nulis kan cepet masuknya.
- S17 : Aku gak suka nulis karena ribet, pusing, dan nanti juga dibaca kan? Jadi mendingan baca daripada nulis.
- S24 : Kalo aku ya suka aja.
- R : Suka-nya kenapa?
- S24 : Ya suka ngerangkai kata-kata gitu.
- R : Oke, terus kalian kalo nulis gitu nemu kesulitan enggak? Khususnya dalam menulis dalam Bahasa Inggris.
- S24 : Iya, nemu. Kalo ada kata yang gak dimengerti gitu.
- S20 : Susah kalo nulis panjang-panjang.
- R : Apa susahnya yang panjang-panjang?
- S20 : Ya susah ngerangkainya.
- R : Oh, terus kalo kamu?
- S17 : Paling ya kata-katanya gitu. Kalo mau nulis apa gitu hurufnya ketinggalan hehe.
- R : Kalo kamu?
- S14 : Karena tulisannya gak dong. Beda sama kata-katanya.
- S17 : Kayak “famous” gitu kan bacanya “feimes”.
- R : Oh nulis kata-katanya ya?
- S17 : Iya, he’em.
- R : Kalo soal *subject, verb, adverb* gitu ada kesulitan enggak?
- S14 : Ya nggak mengerti aja artinya.
- R : Sama Mam Rus sering pelajaran menulis nggak?
- S14 : Kelompok biasanya.
- S17 : Biasanya cuma nulis materi gitu. Cuma nyatet-nyatet.
- R : Nulis catetan?
- S17 : Iya, jarang nulis paragraf gitu.
- R : Terus aktifitasnya ngapain aja?
- S17 : Biasanya habis diterangin terus dikasih tugas kerja kelompok gitu.
- S24 : Terus mencari kata-kata yang sulit.
- R : Oh gitu. Kalo menulis kan butuh ide ya, kalian dapet ide darimana kalo menulis?

- S17 : Kalo aku paling datengnya dari kegiatan misalnya apa gitu habis ngeliat apa.
- S20 : Dari pengalaman yang pernah dialami lah.
- S24 & S14 : Sama dari pengalaman.
- R : Kalo kekurangan ide, kalian biasanya ngapain buat nulis?
- S17 : Ya paling tanya-tanya.
- R : Tanya temen?
- S17 : Iya hehe.
- S14 : Ya saling nanya gitu hehe.
- R : Oh oke. Terus aktifitas apa yang disukai dalam belajar Bahasa Inggris?
- S17 : Paling kelompok kalo enggak nulis paragraf.
- R : Oke, kalian pernah denger teknik *mind mapping* belum?
- S14 : Apa itu?
- S20 : *Mind mapping*?
- R : Kalian suka nggambar enggak?
- S17 : Suka banget.
- S20 : Suka.
- R : Kalo kalian?
- S24 : Gak terlalu sih.
- S14 : Tergantung gambarnya sulit apa enggak.
- R : Oke, udah dulu ya. Makasih atas waktunya.
- S24, S17, S20, S14 : Sama-sama.

Interview Transcript 5 (After Implementation Cycle 1)

Day/Date : Wednesday/May 18th, 2016

Place : OSIS room

R : The researcher

T : The teacher

R : Selamat pagi, Bu.

T : Pagi.

R : Saya ingin bertanya mengenai teknik *mind mapping* yang saya terapkan di pertemuan tadi dan kemarin, menurut Ibu bagaimana nggih?

T : Untuk *mind mapping* saya mendukung ya, karena terus terang saya belum pernah pakai. Ternyata seperti itu ya bagus karena bisa mengembangkan imajinasi anak-anak dengan bantuan *mind mapping*-nya. Jadi ada kreatifitas untuk mengungkapkan dengan bantuan-bantuan *mind mapping*. Ya bisa membantu anak buat berpikir. Jadi saya setuju anak-anak membuat seperti itu. Ya meskipun kadang-kadang masih ada

- kesulitan untuk merangkai kata-katanya, tapi sudah ada ide lah mau nulis apa.
- R : Kalau menurut Ibu, teknik *mind mapping* tersebut meningkatkan kemampuan siswa dalam menulis tidak ya Bu?
- T : Kayaknya selain mengasah kreatifitas anak juga saya kira bisa menambah *vocab* anak. Cukup *enhancing vocabularies*-nya students. Mengasah keterampilan menulis juga.
- R : Untuk motivasi siswa dalam belajar Bahasa Inggris bagaimana ya, Bu? Apakah ada peningkatan?
- T : Iya anak-anak lebih antusias melihat main idea terus dikembangkan dengan cara seperti itu. Jadi mereka mau berusaha untuk membuat seperti itu. Ya meskipun masih rame, anak-anak cukup termotivasi dalam mengerjakan tugasnya. Ramenya rame mengerjakan tugasnya.
- R : Baik Bu. Kemarin kan udah 3 pertemuan *nggih* Bu, sama pre-testnya jadi 4, apakah ada peningkatan dari pertemuan pertama sampai terakhir tadi?
- T : Ya saya kira ada ya. Pas pre-test kan anak masih belum menguasai ya. Setelah mulai dijelaskan, diberi contoh, kemudian mengerjakan sepertinya sudah ada peningkatan yang bermakna menurut apa yang saya lihat.
- R : Baik, Bu. Untuk pertemuan-pertemuan selanjutnya kira-kira apa ya Bu yang harus saya perbaiki?
- T : Untuk materi saya kira Mas Ganang sudah memilih materi yang bagus. Kemudian soal aktifitas di kelas, ini memang tentang pengontrolan anak ya. Mungkin hasil kerja kelompok atau individu siswa bisa dipaparkan dan dibandingkan pekerjaannya. Kemudian bisa diberi *feedback* pekerjaan siswanya dari segi *vocab* atau *grammar*-nya. Dan juga pas pertemuan awal kan rame ya, terutama yang di belakang itu, tapi sekarang berkurang. Mungkin karena dikasih tugas jadi mereka berpikir.
- R : Baik Bu, terimakasih banyak atas waktu dan saran-sarannya.
- T : Iya, sama-sama ya.

Interview Transcript 6 (After Implementation Cycle 1)

Day/Date : Wednesday/May 18th, 2016

Place : Classroom

R : The researcher

T : The teacher

S26 : Salsa Billa Syahlia

S22 : Niken Safitri

S15 : Hanifah Nur Azizah

S10 : Estiyani Dwi Astuti

R : Assalamu'alaikum Wr. Wb.

S26, S22, S15 & S10 : Walaikumsalam Wr. Wb.

R : Mau tanya-tanya nih tentang pelajaran Bahasa Inggrisnya. Kalian suka enggak sama pelajaranya, menurut kalian gimana?

S10 : Lucu hehe.

S26, S22 & S15: Menyenangkan.

R : Kenapa menyenangkan?

S26 : Ya enak hehe.

S22 : Mudah.

S15 : Ya menyenangkan aja.

S10 : Mudah masuk pelajarane.

R : Kenapa kok menyenangkan?

S15 : Ya menyenangkan aja hehe.

R : Kalo menurut kalian teknik *mind mapping*-nya gimana?

S26 & S15: Bagus.

S15 : Gambarannya kreatif, lucu.

R : Kalo yang lain?

S22 : Lucu.

S26 : Kreatif.

R : Kalo Esti gimana?

S10 : Gambarnya lucu. Gambar mobilnya kotak-kotak hehe.

R : Hehe. Membantu enggak dalam menulis *recount text*?

S26 : Iya jadi enggak susah nulisinnya. Gampang dapat gambaran.

S22 : Iya jadi enggak terlalu susah.

R : Kalo Hanifah?

S15 : Ada susahnya ada mudahnya.

R : Susahnya gimana?

S15 : Ya susahnya harus kreatif gitu.

R : Oh gitu ya. Kalo Esti?

S10 : Enggak, malah jadi lebih gampang nulisinnya.

R : Kalo pas nulis *recount text* tu susahnya apa kira-kira?

S26 : Susahnya mengubah Bahasa Indonesia ke Inggris

R : Oke, ada lagi?

S26 : Sama *verb 2* nya.

R : Yang lain gimana?

S22 : Sama sih.

R : Kalo Hanifah?

S15 : Sama juga.

R : Sama juga? Kalo kamu?

- S10 : Susahnya inget-inget pengalaman hehe.
 R : Oh malah nginget-inget pengalaman ya. Kalo *vocab* sama *grammar* udah enggak (susah) ya?
 S10 : Enggak terlalu.
 R : Pas nginget-inget-nya terbantu enggak sama *mind mapping*?
 S10 : Terbantu.
 R : Oke. Kalo menurut kalian *mind mapping*-nya gimana? Memotivasi buat belajar bahasa Inggris enggak?
 S15 : Iya jadi enggak bosen.
 S10 : Iya sama juga.
 S26 : Iya.
 R : Ada saran enggak buat pertemuan-pertemuan selanjutnya?
 S15 : Emm *vocab*-nya diperbanyak aja.
 S26 : Merangkainya juga hehe.
 R : Oke *vocab* sama merangkai kata-katanya. Ada yang lain?
 S10 : Tugasnya yang belum selesai dibagiin lagi hehe.
 R : Oh ya, *good*. Kalo bikin *mind maps*-nya udah jelas?
 S26, S22, S15 & S10 : Udah.
 R : Oke, makasih ya atas waktunya.
 S26, S22, S15 & S10 : Sama-sama.

Interview Transcript 7 (After Implementation Cycle 1)

Day/Date : Wednesday/May 18th, 2016

Place : State University of Yogyakarta

R : The researcher

C : The collaborator

R : Selamat siang.

C : Siang.

R : Mau tanya tentang penelitian cycle 1, bagaimana implementasi yang peneliti lakukan menurut anda?

C : Sebenarnya sejauh ini implementasinya baik. Yang pertama *build students knowledge* jadi mereka tahu apa yang akan mereka pelajari. Kemudian peneliti juga memberikan contoh-contoh untuk memudahkan siswa dan siswa juga sudah diberikan cukup latihan. Dan produksinya menurut saya untuk tingkat anak SMP cukup berani menuangkan ide-idenya.

R : Baik, kemarin kan menggunakan teknik *mind mapping*, pendapat Anda bagaimana penerapan *mind mapping* itu sendiri?

- C : Kalo untuk penerapannya dari sisi konten sudah bagus karena kebanyakan siswa saat menulis tidak tau mau nulis apa. Tapi dengan adanya *mind mapping* mereka lebih dimudahkan. Bahkan ada yang menulis hal yang jarang diungkapkan oleh siswa, jadi mereka lebih percaya diri mengungkapkan ide-idenya.
- R : Untuk aspek-aspek seperti *vocab*, *grammar*, *mechanics*, dll apakah sudah meningkat atau masih perlu diperbaiki?
- C : Mungkin dari aspek *vocabulary* karena kebanyakan dari mereka saat menulis masih menemukan kesulitan menemukan kata apa yang akan digunakan. Menurut pengamatan saya, kebanyakan dari mereka lebih bekerja seperti kamus dengan menerjemahkan kata per kata, jadi tidak secara utuh. Hambatan lainnya adalah tidak semua siswa membawa kamus. Jadi siswa yang gak bawa kamus bertanya kepada kiri kanannya. Tapi siswa yang tidak mau bertanya malah mengganggu siswa yang lain. Jadi *mind mapping*-nya sudah cukup berhasil, hanya penekanan lebih kepada kata-kata yang mungkin akan mereka gunakan.
- R : Oh oke baik, bagaimana dengan motivasi siswa sendiri? Apakah dari pertemuan pertama sampai terakhir di cycle 1 kemarin ada peningkatan?
- C : Siswa mulai senang ketika peneliti mulai memberi contoh *mind maps*. Gambarnya penuh warna, bagus dan kreatif. Jadi siswanya langsung tertarik bagaimana cara memakai metode ini untuk memudahkan mereka menulis.
- R : Jadi *mind mapping* sendiri menarik perhatian siswa untuk belajar?
- C : Iya, menurut saya juga membantu anak-anak yang mungkin dengan sistem yang biasa ada beberapa siswa yang malas mau nulis dan itu sangat nampak terlihat. Namun dengan *mind mapping* ini siswa tersebut justru tertarik, yang awalnya malas menulis jadi tertarik, pertama tertarik sama gambarnya.
- R : Baik, berdasarkan implementasi di cycle 1 ini, apakah aspek yang perlu diperbaiki untuk dilanjutkan di cycle 2?
- C : Mungkin kalo peneliti merencanakan kerja kelompok di cycle 2, bisa diperhatikan pembagiannya. Untuk menggabungkan siswa pembelajar cepat dan pembelajar lambat sudah merupakan ide bagus, namun kita juga harus memperhatikan psikologi anak. Karena mereka masih remaja awal jadi masih malu-malu untuk bekerja sama dengan teman lawan jenis. Jadi menurut pengamatan saya, beberapa kelompok memang bisa, yang laki-laki juga mau mengerjakan. Tapi ada dua kelompok yang terlihat kalo siswa laki-laki tidak cenderung menggantung pekerjaan kepada siswa perempuan. Kontribusinya jadi kurang seimbang.
- R : Baik, saya kira sudah cukup. Terimakasih atas waktunya.

C : Sama-sama.

Interview Transcript 8 (After Implementation Cycle 1)

Day/Date : Thursday/May 19th, 2016

Place : Classroom

R : The researcher

S2 : Ahmad Setyawan

S23 : Nur Ferdiansyah

S13 : Ferdian Aditya Putra

R : Assalamualaikum Wr. Wb.

S2, S23 & S13: Walaikumsalam Wr. Wb.

R : Mau tanya-tanya ya tentang pelajaran Bahasa Inggris kemarin, menurut kalian gimana pelajarannya?

S13 : Asik, senang.

R : Kalo Ahmad?

S2 : Asik Mas, gampang nyambung.

R : Kenapa kok asik?

S13 : Banyak *jokes*-nya.

S2 : Ya neranginnya gampang nyambung.

R : Kalo kamu gimana?

S23 : Lebih jelas.

S13 : Iya Mas.

R : Oke. Kalo menurut kalian teknik *mind mapping*-nya kemarin gimana?

S2 : Ya lumayan gampang.

S13 : Iya lumayan gampang.

R : Gimana kalo Ferdian?

S23 : Lumayan tapi enggak tau bahasa-nya.

R : Tapi suka enggak sama *mind mapping*-nya?

S13 : Suka.

S2 : Suka.

S23 : Iya.

R : Kenapa kok suka?

S2 : Suka gambar soalnya.

S13 : Ya suka aja.

R : Kalo pas nulis *recount text* tu susah nya apa?

S13 : Nggak bisa ngartiinnya Mas.

R : Kalo kamu?

S2 : Susah nyusun kata-katanya Mas. Kosakatanya udah lumayan.

S23 : Iya Mas, nyusun kata-katanya.

- R : Oh, oke. Kalo *mind maps*-nya tu meningkatkan motivasimu belajar di kelas enggak?
- S2 & S23 : Ya lumayan.
- S13 : Sedikit-sedikit meningkat soalnya menyenangkan.
- R : Ferdian gimana?
- S23 : Ya sama.
- R : Kenapa kok *mind mapping* itu meningkatkan motivasi kalian untuk belajar?
- S2 : Menyenangkan.
- S13 : Ya karena tertarik.
- S23 : Ya sama tertarik.
- R : Tertariknya kenapa?
- S13 : Tertarik karena pingin mempelajari lebih lanjut lagi.
- R : Oke. Terus kira-kira ada saran enggak? Apa aja yang perlu diperbaiki atau ditambah.
- S13 : Jelaskan materi lagi tentang grammar Mas yang *was/were* gitu.
- R : Oh ya, terus?
- S23 : Sama yang subjek predikat Mas.
- R : Kalo Ahmad gimana?
- S23 : Neranginnya jangan cepet-cepet.
- R : Oke, udah dulu ya. Makasih ya atas waktunya. Wasalamu'alaikum Wr. Wb.
- S2, S23 & S13: Walaikumsalam Wr. Wb.

Interview Transcript 9 (After Implementation Cycle 1)

Day/Date : Thursday/May 19th, 2016

Place : Classroom

R : The researcher

S17 : Iriana Rasyida

S19 : Mega Tri Utami

R : Selamat pagi.

S17 & S19 : Pagi.

R : Mau tanya-tanya ya, menurut kalian pelajaran bahasa Inggris kemarin gimana?

S17 : Nyenengin kok Mas, tapi masih ada yang gak dong. Tentang *grammar*-nya dan nyusun kata-katanya.

R : Bagian yang mana misalnya?

S17 : Itu lho yang *was* sama *were*. Itu masih belum jelas.

R : Oh itu, kalo kamu gimana?

- S19 : Menyenangkan sih, tapi masih belum bisa nggambaranya hehe.
 R : Terus menurut kalian teknik *mind mapping*-nya gimana?
 S17 : Agak bingung Mas soalnya pake Bahasa Inggris.
 S19 : Iya Mas hehe.
 S17 : Sama waktunya kurang lama Mas, jadi bikin panik.
 R : Kalo aspek menulis kayak *grammar* terus *vocab* gitu kalian merasa ada peningkatan enggak?
 S17 : Oh iya itu ada peningkatan.
 R : Sudah cukup jelas?
 S17 & S19 : Udah.
 R : Oke. Kalo menurut kalian *mind map* itu meningkatkan antusias kalian enggak sih? Memotivasi dan bikin semangat belajar enggak?
 S17 : Sebenarnya antusias sih, nggambar soalnya. Tapi ya itu agak susah kalo pake bahasa Inggris.
 R : Kalo Mega gimana?
 S19 : Ya sama Mas hehe.
 R : Kok sama, menurutmu sendiri gimana?
 S19 : Ya kayak gitu hehe.
 R : Oke. Ini kan masih ada pertemuan lagi, saran apa untuk pertemuan selanjutnya?
 S17 : Ya neranginnnya jangan cepet-cepet.
 S19 : Sama pake Bahasa Indonesia dikit Mas.
 R : Kalo nulis *recount text*-nya udah bisa kan?
 S17 : Ya paling cuma bagian *subject* dan *verb*-nya yang belum.
 S19 : Kalo aku yang *verb-verb* gitu. Kalo yang *subject* sudah *dong* aku.
 R : Terus aktivitas apa yang menurut kalian asik untuk memahami itu?
 S17 : Mungkin menyusun kalimat acak apa mengubah verb satu ke *verb* dua gitu.
 R : Kalo Mega?
 S19 : Ya itu Mas. Sama menjodohkan kata ke kalimat.
 R : Oke sip. Makasih ya atas waktunya.
 S17 : Oke.
 S19 : Sama-sama

Interview Transcript 10 (After Implementation Cycle 2)

- Day/Date** : Wednesday/May 25th, 2016
Place : OSIS room
R : The researcher
T : The teacher

- R : Selamat pagi, Bu.
- T : Selamat pagi.
- R : Saya ingin bertanya tentang implementasi cycle 2 yang sudah saya lakukan Bu. Menurut Ibu bagaimana ya implementasi teknik-nya?
- T : Jadi disini anak memang memerlukan waktu untuk menuliskan ide-ide-nya. Memang waktunya terbatas ya. Saya kira anak-anak sudah bisa menuliskan ide yang ada pada pikiran anak-anak dan sudah bisa menuangkan ekspresi mereka dalam menulis pengalaman mereka dalam teks *recount*. Ya rata-rata sudah pada bisa.
- R : Untuk keseluruhan program dari awal sampai akhir menurut pendapat Ibu bagaimana ya?
- T : Ya sudah ada peningkatan yang bermakna. Pas awal-awal itu masih rame dan belum siap mau ngapain sampai Anda memberikan materi-materinya, dari kerja kelompok sampai individu. Jadi saya kira sudah ada peningkatan di setiap anak.
- R : Untuk kemampuan aspek-aspek menulis seperti *vocab*, *grammar*, dan *mechanics* siswa bagaimana ya Bu?
- T : Beberapa sudah fasih menggunakan aspek-aspek itu dengan tepat. Namun masih ada beberapa yang masih sedikit-sedikit. Tapi saya kira anak-anak sudah semangat kok. Ya mungkin dari *grammar*-nya mungkin sedikit-sedikit masih ada kesalahan. Tadinya biasa-biasa. Setelah diberi teknik *mind mapping* mereka sudah mulai mau mengerjakan dan terlibat dalam pembelajaran.
- R : Bagaimana dengan motivasi siswa dalam belajar, Bu? Apakah menurut Ibu ada peningkatan?
- T : Ya itu dari gurunya sendiri ya. Saya akui saya selama ini kurang teknik untuk mengajar menulis. Memang perlu teknik-teknik tertentu dalam mengajar menulis. Seperti teknik *mind mapping* bisa membuat anak lebih bersemangat. Tadi mereka rame tapi rame mengerjakan. Jadi produktif buat nulis.
- R : Kemudian saran untuk kedepannya apa ya Bu?
- T : Mungkin ada anak yang masih butuh perhatian dan bimbingan lebih agar mampu mengikuti pelajaran. Kalo Anda sudah cukup bagus. Dengan menampilkan slide PPT cukup membantu anak dan mengurangi keramaian kelas. Saya akui saya memang agak kurang untuk teknik mengajar menulis. Jadi mungkin akan saya coba di kelas dengan tema yang berbeda.
- R : Baik, Bu. Terimakasih banyak atas waktunya.
- T : Iya sama-sama.

Interview Transcript 11 (After Implementation Cycle 2)

Day/Date : Wednesday/May 25th, 2016

Place : OSIS room

R : The researcher

S21 : Muhammad Yusuf

S12 : Farid Fainallazi

S27 : Satria Andriana

R : Assalamualaikum Wr. Wb.

S21, S12 & S27 : Walaikumsalam Wr. Wb.

R : Kemarin kan udah beberapa pertemuan dengan aku ya, menurut kalian gimana proses pembelajaran Bahasa Inggrisnya?

S12 & S27 : Asik.

S21 : Menyenangkan.

R : Kenapa kok menyenangkan?

S12 : Ya karena bisa.

S21 : Karena jelas.

R : Jelas apanya?

S21 : Cara bicaranya.

S27 : Menerangkannya. Jelasinnya gitu.

R : Kalo menurutmu teknik *mind mapping*-nya gimana? Kalian suka enggak?

S12 : Suka Mas.

S27 : Suka.

S21 : Iya suka.

R : Kenapa kok suka?

S12 : Kan itu ada gambarnya, jadi lebih mudah membuat paragrafnya.

R : Kalo Yusuf gimana?

S21 : Ya menyenangkan Mas.

R : Karena?

S21 : Karena suka *nggambar* juga.

R : Kalo Satria?

S27 : Iya sama Mas menyenangkan. Jadi lebih paham.

R : Oke, *good*. *Mind mapping* membantu menulis enggak?

S12 : Membantu banget pasti.

R : Membantu gimana?

S12 : Ya jadi lebih paham.

R : Yusuf gimana?

S21 : Iya jadi lebih mudah menulis, meningkatkan daya imajinasi.

R : Satria?

S27 : Heem Mas, lebih paham membuat paragrafnya.

- R : Terus motivasi kalian buat ikut pelajarannya jadi meningkat enggak?
 S21 : Iya Mas jadi termotivasi.
 S12 : Jadi semangat.
 R : Oh ya. Ada yang masih susah enggak materinya?
 S12 : Penggunaan huruf besar kecilnya sering kelupaan.
 R : Oh ya, kalo Yusuf? Satria?
 S21 : Apa ya, mungkin konektornya juga masih sering kelupaan.
 S27 : Tentang past tensenya Mas.
 R : Oke, terus ada saran-saran enggak buat kedepannya?
 S27 : Lebih tegas aja ngajarnya.
 R : Oke, kalo Farid?
 S12 : Coba *mind mapping*-nya pake video.
 R : Oh ya, bagus. Kalo Yusuf?
 S21 : Sudah bagus sih. Mungkin lebih dibanyakin gamenya aja
 R : Oh oke, *good-good*. Makasih ya.
 S21 : Oke Mas.
 S12 & S27 : Sama-sama.

Interview Transcript 12 (After Implementation Cycle 2)

Day/Date : Wednesday/May 25th, 2016

Place : OSIS room

R : The researcher

S31 : Anggun Rachma Cholifatun Nisa

S28 : Syafa Lintang Fadela

R : Selamat pagi.

S31 & S28 : Pagi.

R : Mau tanya-tanya ya tentang pelajaran kemarin. Kemarin kan udah beberapa pertemuan dengan Mr Ganang ya, menurut kalian gimana pelajaran Bahasa Inggrisnya?

S28 : Asik.

S31 : Ya asik aja. Gampang ngerti gitu lah.

R : Aku cara jelasinnya (materi) gimana menurut kalian?

S28 : Ya enak aja, jadi lebih ngerti. Jelasinnya gampang masuk.

R : Kalo Anggun gimana?

S31 : Jelasinnya jadi gampang lebih tau gitu. Gampang masuk ke otak.

R : Terus menurut pendapat kalian *mind mapping*-nya gimana?

S31 : Lumayan gampang sih soalnya suka gambar juga.

S28 : Seru aja.

R : Suka nggak sama *mind mapping*?

- S28 : Suka.
 R : Kenapa kok suka?
 S28 : Ya karena kalo diajarin tu gak pernah gitu lah. Cuma pembahasan lewat buku.
 R : Kalo Anggun suka enggak?
 S31 : Suka, ya karena lebih gampang aja kan ada gambar-gambarnya.
 R : Kira-kira membantu enggak dalam menulis?
 S31 : Iya bisa bantuin merangkai paragraf.
 S28 : Iya, sama *vocab*-nya juga.
 R : Oh oke, terus motivasi kalian dalam mengikuti pelajaran meningkat enggak? tambah semangat enggak?
 S31 : Heem hehe.
 R : Kenapa bisa tambah semangat.
 S31 : Karena cara belajarnya jadi lebih beda.
 R : Oke. Terus ada saran-saran enggak kedepannya menurut kalian?
 S31 : Sebenarnya asik sih sama Mr Ganang, cuma kalo tanya harus dijawab hehehe.
 S28 : Sejauh ini oke sih.
 R : Sip-sip. Makasih ya atas waktunya.
 S31 & S28 : Sama-sama.

Interview Transcript 13 (After Implementation Cycle 2)

Day/Date : Thursday/May 26th, 2016

Place : Science Laboratory

R : The researcher

S11 : Fani Eko Saputro

S25 : Ryan Kurniawan

S18 : Koko Christiawan

R : Assalamualaikum Wr. Wb.

S11, S25 & S18 : Walaikumsalam Wr. Wb.

R : Mau tanya-tanya ya tentang pelajaran kemarin. Kemarin kan udah beberapa pertemuan dengan Mr Ganang ya, menurut kalian gimana proses pembelajaran Bahasa Inggrisnya?

S18 : Seru-seru aja.

S25 : Jelas.

S11 : Menyenangkan. *Happy*.

R : Kenapa *happy*?

S18 : Bisa bercanda.

S25 : Menyenangkan.

- R : Kalo Fani gimana?
- S11 : Bisa bercanda jadi lebih santai enggak tegang.
- R : Oke. Menurut kalian teknik *mind mapping*-nya kemarin gimana?
- S18 : Ya ada yang susah ada yang mudah.
- S25 : Susahnya Bahasa Inggrisnya.
- R : Susahnya kenapa?
- S18 : Ya itu yang buat *event-event*-nya itu lho.
- R : Oh ya, tapi suka enggak sama *mind mapping*?
- S11 & S18 : Suka.
- S25 : Menyenangkan.
- R : *Mind mapping*-nya membantu enggak buat nulis recount text?
- S11 : Iya jadi lebih muda untuk membuat topiknya.
- R : Kalo Ryan?
- S25 : Ya lebih mudah aja nyusun teksnya.
- R : Koko?
- S18 : Iya jadi bisa lebih paham *recount text*-nya.
- R : Kalo *vocab* sama *grammar*-nya gimana? Meningkatkan enggak?
- S25 : Ya lumayan meningkat.
- R : Koko gimana?
- S18 : Kalo *grammar*-nya meningkat Mas.
- S11 : Iya Mas, *vocab*-nya juga kalo aku.
- R : Terus kalian tambah termotivasi buat ikut pelajaran enggak dengan *mind mapping* itu?
- S25 : Tambah.
- S11 : Iya tambah.
- S18 : Tambah.
- R : Kenapa kok tambah semangat?
- S11 : Karena lebih menyenangkan.
- S25 : Iya bisa membantu ngasih ide.
- R : Kalo Koko?
- S18 : Karena bisa berbagi pengalaman.
- R : Terus ada saran enggak buat kedepannya?
- S11 : Lebih tegas aja.
- R : Oke, terus?
- S25 : Lebih jelas aja neranginnya.
- S18 : Lebih jelas, lebih tegas sama materinya ditambahin.
- R : Oke, Mr Ganang neranginnya kecepetan enggak menurut kalian?
- S18 : Enggak.
- S11 : Standar.
- S25 : Enggak.

S18 : Pas.
 R : Oke-oke, makasih ya atas waktunya.
 S11, S25 & S18 : Iya.

Interview Transcript 14 (After Implementation Cycle 2)

Day/Date : Thursday/May 26th, 2016

Place : Science Laboratory

R : The researcher

S8 : Difki Arzad

S30 : Yulifar Ilham Hermawan

R : Assalamualaikum Wr. Wb.

S8 & S30 : Walaikumsalam Wr. Wb.

R : Kemarin kan udah beberapa pertemuan dengan aku ya, menurut kalian gimana pelajaran Bahasa Inggrisnya?

S8 : Menyenangkan.

S30 : *Happy*.

R : Kenapa menyenangkan?

S8 : Ya asik bisa guyon jadi enggak tegang.

S30 : Soalnya membahas pengalaman-pengalaman.

R : Suka ya cerita pengalaman?

S30 : Ya suka.

S8 : Iya.

R : Kemarin kan pakai teknik *mind mapping*, gimana menurut kalian?

S8 : Suka.

S30 : Suka. Yang disukai ya gambar-gambarnya itu.

R : Oh yang disukai gambar-gambarnya itu, kenapa kok suka?

S8 : Hobi.

S30 : Ya suka *nggambar* aja. Hobi.

R : Oke, terus kosakata dan *grammar*-nya meningkat enggak? bertambah enggak?

S8 : Bertambah.

S30 : Iya bertambah.

R : Kalau motivasimu buat ngikutin pelajaran bertambah enggak? Tambah semangat enggak?

S30 : Tambah.

S8 : Tambah semangat.

S30 : Pastinya.

R : Kira-kira kenapa?

S30 : Karena pelajarannya sama gurunya hehe.

S8 : Heem.
 R : Oke, terus ada saran-saran enggak untuk kedepannya?
 S8 : Sarannya semangat terus Mas, pantang menyerah hehe.
 S30 : Ya ditingkatkan aja variasi aktifitasnya
 R : Kemarin kecepatan nggak neranginnnya?
 S30 : Ya agak kecepatan dikit.
 R : Kalo Difki?
 S8 : Ya kecepatan sedikit.
 R : Oke, terimakasih ya atas waktunya.
 S8 & S30 : Ya.

Interview Transcript 15 (After Implementation Cycle 2)

Day/Date : Thursday/May 26th, 2016

Place : Science Laboratory

R : The researcher

S5 : Arifin Pamungkas

S7 : Bayu Dermawan Putra

S29 : Yoga Andra Febdila

R : Assalamualaikum Wr. Wb.

S5, S7 & S29 : Walaikumsalam Wr. Wb.

R : Mau tanya tentang pelajaran kemarin. Kemarin kan udah beberapa pertemuan dengan aku ya, menurut kalian gimana pelajaran Bahasa Inggrisnya?

S5 : Enak, Mas. Lebih jelas sama materinya bisa masuk.

S7 : Iya, sama Mas

S29 : Enak juga, Mas. Enggak tegang kelasnya.

R : Kemarin kan pakai teknik *mind mapping*, menurut kalian gimana?

S5 : Senang sekali Mas.

S7 : Sama Mas.

R : Kenapa bisa senang?

S5 : Karena baru, belum pernah pake itu sebelumnya.

R : Kalo Bayu kenapa?

S7 : Suka aja Mas karena bisa menambah ide sama inspirasi gitu hehe.

R : Kalo Yoga?

S29 : Sama Mas, bisa menambah pengetahuan tentang Bahasa Inggris.

R : Kalo grammar sama vocab kalian gimana? Meningkat enggak?

S7 : Ya lumayan Mas.

S29 : Iya Mas.

S5 : Lumayan.

- R : Kalo motivasi kalian gimana? Tambah semangat enggak pake mind map?
 S5 : Iya dong. Pengetahuannya jadi lebih luas.
 S7 : Iya jadi ngerasa tambah pintar hehe.
 S29 : Sedikit.
 R : Ada saran-saran enggak dari kalian buat kedepannya nanti?
 S29 : Udah bagus, pas.
 R : Kalo Bayu?
 S7 : Materinya dibuat beda, jangan diulang-ulang.
 R : Kalo Arifin?
 S5 : Mmm yang lebih tegas aja kalo ada yang rame.
 R : Mr Ganang neranginnya kecepatan enggak menurut kalian?
 S5 : Ya kecepatan sedikit hehe.
 S7 : Enggak kok.
 S29 : Enggak, udah pas.
 R : Oke, makasih ya atas waktunya. Wassalamualaikum Wr. Wb.
 S5, S7 & S29 : Walaikumsalam Wr. Wb.

Interview Transcript 16 (After Implementation Cycle 2)

Day/Date : Friday/May 27th, 2016

Place : Collaborator's house

R : The researcher

C : The collaborator

R : Assalamu'alaikum Wr. Wb.

C : Walalikumsalam Wr. Wb.

R : Kemarin kan saya sudah mengimplementasikan teknik mind mapping di SMPN 4 Sleman, khususnya di kelas 8 A, bagaimana menurut Anda imlementasi teknik yang saya jalankan kemarin?

C : Menurut saya implementasinya sudah runtut dari pertama sampai akhir dan hasilnya sudah baik dari segi siswanya.

R : Untuk prosesnya sendiri bagaimana Mas?

C : Untuk proses pengajarannya sudah cukup baik.

R : Bagaimana dengan teknik mind mapping sendiri, apakah meningkatkan kemampuan menulis siswa?

C : Ya, siswa sudah dapat organize the idea dan mind mapping menarik juga ya ada gambar-gambarnya, ada warna-warnanya.

R : Untuk kualitas tulisan siswa bagaimana ya Mas?

C : Saya lihat sudah bagus kalimat-kalimatnya. Tapi, masih ada beberapa siswa yang masih sedikit vocabnya.

R : Bagaimana dengan vocab dan grammar-nya?

- C : Ya vocabnya masih perlu ditambah dan untuk grammar, kemarin latihannya sudah runtut dan juga sudah dipahami siswanya.
- R : Kalau motivasi siswa sendiri bagaimana sehubungan tentang mind mapping dan pembelajarannya?
- C : Angka partisipasinya sudah meningkat karena pengajarnya dan teknik yang digunakan juga baru.
- R : Baik, untuk saran-saran menurut Anda apa yang perlu diperbaiki?
- C : Mungkin manajemen kelasnya, karena kemarin siswa yang duduk di belakang agak tidak terjangkau, jadi harus lebih menyeluruh.
- R : Baik Mas, terimakasih atas waktunya.
- C : Sama-sama Mas.

APPENDIX D

COURSE GRID

COURSE GRID

Standard of Competency:

Writing

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

Meeting	Basic Competences	Learning Materials	Indicators	Learning Activities	Time Allocation	Media	Learning Resources
Cycle 1							
1.	12.2 Expressing the meaning and rhetorical steps in the short simple essay using various written language accurately, fluently, and acceptable to interact with the surroundings in the form of	<ul style="list-style-type: none"> Generic structure of recount text: <ol style="list-style-type: none"> Title Setting or orientation List of events Reorientation Language feature of a recount text: <ol style="list-style-type: none"> It uses past tenses (e.g. Last week I <i>went</i> to Mount 	<ul style="list-style-type: none"> Students are able to identify the social function of a recount text. Students are able to identify the generic structure of a recount text. Students are able to identify the language feature of a recount text 	<ul style="list-style-type: none"> The teacher delivers lead-in questions and the students answer the questions The students examine a recount text entitled “Holiday with My Friend” The students answer comprehension questions 	1 x 40 min	<ul style="list-style-type: none"> Whiteboard Worksheets Power Point 	<p>Mukarto. et. al. 2007. <i>English on Sky: for Junior High School Students Year VIII.</i> Penerbit Erlangga.</p> <p>Priyana, J. et. al. 2008. <i>Scaffolding: English for Junior High School Grade VIII.</i> Jakarta: Pusat Perbukuan Deptrtemen</p>

	recount and narrative text.	<p>Bromo.)</p> <p>b. It uses connector to connect the events (e.g. first, second, next, later, etc.)</p> <p>c. It has many action verbs (e.g. <i>stayed</i>, <i>went</i>, <i>saw</i>, etc.)</p> <p>d. It mainly uses 1st person pronoun (I or We)</p> <ul style="list-style-type: none"> Some examples of recount text entitled “Holiday with My Friend” and 		<p>related to the text</p> <ul style="list-style-type: none"> The teacher gives explanation about the social function and generic structure of a recount text The students identify the social function and the generic structure of a recount text entitled “Holiday with My Friend” The teacher gives explanation about the 			Pendidikan Nasional.
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		<p>“A Beautiful Day in Jogja”</p> <ul style="list-style-type: none"> • Vocabulary related to the topic: <p>(noun)</p> <ul style="list-style-type: none"> – scenery – mountain – rest – lunch – zoo – etc. <p>(adjective)</p> <ul style="list-style-type: none"> – beautiful – scary – fun – etc. 		<p>language feature in a recount text</p> <ul style="list-style-type: none"> • The students identify the language feature of the recount text • The students examine a recount text entitled “A Beautiful Day in Jogja” and identify the social function of the text • The students identify the generic structure and the language feature of the 			
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				<p>text</p> <ul style="list-style-type: none"> • The students do a task which is about generic structure and comprehension questions of a recount text • The teacher and the students discussed the Task together 			
2.	12.2 Expressing the meaning and rhetorical steps in the short simple essay using various written language accurately, fluently, and	<ul style="list-style-type: none"> • Generic structure of recount text: <ol style="list-style-type: none"> Title Setting or orientation List of events Reorientation • Examples of recount text 	<ul style="list-style-type: none"> • Students are able to distinguish the Simple Present Tense and Simple Past Tense • Students are able to highlight and use the correct 	<ul style="list-style-type: none"> • The teacher and the students review the previous materials discussed in the lesson • The teacher shows a recount text entitled “Holiday with 	2 x 40 min	<ul style="list-style-type: none"> • Whiteboard • Worksheet • Power Point • Mind Maps • Board marker 	<p>Buzan, T. 2005. <i>Mind Maps for Kids. An Introduction. A shortcut to success at school</i>. London: Harper Collins Publishers</p> <p>Mukarto. et. al. 2007. <i>English on Sky:</i></p>

	acceptable to interact with the surroundings in the form of recount and narrative text.	<p>entitled “Holiday with My Friend”</p> <ul style="list-style-type: none"> • Vocabulary related to the topic: (noun) <ul style="list-style-type: none"> – mount – scenery – zoo – lunch – holiday – etc. (adverb of time) <ul style="list-style-type: none"> – this morning – yesterday – last night – two days ago – in 2015 (adjective) <ul style="list-style-type: none"> – happy – so beautiful 	<p>vocabulary in the form of noun, adverb of time, and adjective in a recount text</p> <ul style="list-style-type: none"> • Students are able to identify kinds of Simple Past Tense and use it in a recount text • Students are able to arrange good sentences • Students are able to write a recount text which agrees with provided Mind Maps 	<p><i>My Friend</i>” to review the previous materials</p> <ul style="list-style-type: none"> • The teacher delivers lead-in questions and the students answer the questions • The students examine the example of Simple Past Tense (Regular form) • The students highlight the adverb of time in the provided sentences • The students examine the 			<p><i>for Junior High School Students Year VIII.</i></p> <p>Penerbit Erlangga</p> <p>Priyana, J. et. al. 2008. <i>Scaffolding: English for Junior High School Grade VIII.</i> Jakarta: Pusat Perbukuan Deprtemen Pendidikan Nasional.</p>
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		<ul style="list-style-type: none"> - so lucky - sad - angry - so tiring - wonderful - etc. <p>(connector)</p> <ul style="list-style-type: none"> - first - second - then - next - after that - finally - etc. <ul style="list-style-type: none"> • Simple Past Tense (Regular form): <ul style="list-style-type: none"> - cooked - cried - studied - talked - worked - etc. 		<p>example of Simple Past Tense (irregular form) and its use in the sentence</p> <ul style="list-style-type: none"> • The students examine the examples of Simple Past Tense (to be) • The students identify the adjective used in the provided sentence • The students arrange jumbled words into good sentences • The students do a task which is completing a 			
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		<ul style="list-style-type: none"> • Simple Past Tense (to be): <ul style="list-style-type: none"> – was – were • Simple Past Tense (Irregular form): <ul style="list-style-type: none"> – went – made – slept – saw – came – etc. • Example of a Mind Map 		<p>text by changing the verbs into Simple Past Tense</p> <ul style="list-style-type: none"> • The teacher and the students discussed the Task together • The teacher gives explanation about mind mapping technique and how to use it in writing a recount text • The teacher gives the students example of a Mind Map and 			
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				<p>demonstrates how to draw it on the whiteboard with the students</p> <ul style="list-style-type: none"> The students work in group to write a recount text based on the provided Mind Maps 			
3.	12.2 Expressing the meaning and rhetorical steps in the short simple essay using various written language accurately, fluently, and	<ul style="list-style-type: none"> Examples of recount text entitled “Visiting a Sick Friend” and “A Long Trip to Jakarta” Vocabulary related to the topic: (noun) – hospital 	<ul style="list-style-type: none"> Students are able to arrange jumbled sentences into a good paragraph Students are able to brainstorm their ideas by 	<ul style="list-style-type: none"> The teacher and the students review the previous materials discussed in the lesson The students work in groups to write a recount text 	2 x 40 min	<ul style="list-style-type: none"> Whiteboard Worksheet Power Point Mind Maps Coloring pencils 	<p>Buzan, T. 2005. <i>Mind Maps for Kids. An Introduction. A shortcut to success at school</i>. London: Harper Collins Publishers</p> <p>Mukarto. et. al. 2007. <i>English on Sky:</i></p>

	acceptable to interact with the surroundings in the form of recount and narrative text.	<ul style="list-style-type: none"> – nurse – relatives – advice – trip – bus station – dinner – etc. <p>(action verb)</p> <ul style="list-style-type: none"> – went – visited – needed – met – gave – saw – departed – arrived – etc. <p>(connector)</p> <ul style="list-style-type: none"> – first – second – then – next – after that 	<p>drawing a Mind Map</p> <ul style="list-style-type: none"> • Students are able to write a recount text which consists of at least 10 sentences in three paragraphs • Students are able to individually write a recount text which agrees with their Mind Maps 	<p>based on the provided Mind Maps</p> <ul style="list-style-type: none"> • The teacher presents some of the Mind Maps which are previously given to the students • The teacher and the students discuss the Mind Maps that have been previously given and make a recount text based on it by arranging the jumbled sentences • The students 			<p><i>for Junior High School Students Year VIII.</i></p> <p>Penerbit Erlangga</p> <p>Priyana, J. et. al. 2008. <i>Scaffolding: English for Junior High School Grade VIII.</i> Jakarta: Pusat Perbukuan Deprtemen Pendidikan Nasional.</p>
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		<ul style="list-style-type: none"> – finally (adverb of time) – this morning – yesterday – last night – two days ago – in 2015 (adjective) – sick – young – long – pleased – neat – tired – etc. <ul style="list-style-type: none"> • Example of Mind Maps 		<p>draw their own Mind Map to brainstorm their ideas to write their recount text</p> <ul style="list-style-type: none"> • The students individually write a recount text based on their Mind Map 			
Cycle 2							
1.	12.2 Expressing the meaning and rhetorical steps	<ul style="list-style-type: none"> • Examples of recount text (taken from the students' work in 	<ul style="list-style-type: none"> • Students are able to use Simple Past Tense in 	<ul style="list-style-type: none"> • The teacher and the students review the previous 	1 x 40 min	<ul style="list-style-type: none"> • Whiteboard • Power Point 	Buzan, T. 2005. <i>Mind Maps for Kids. An Introduction. A shortcut to</i>

	<p>in the short simple essay using various written language accurately, fluently, and acceptable to interact with the surroundings in the form of recount and narrative text.</p>	<p>groups) entitled “Visiting a Sick Friend”, “Pangandaran Beach”, and “A Long Trip to Jakarta”</p> <ul style="list-style-type: none"> • Vocabulary related to the topic: (noun) <ul style="list-style-type: none"> – hospital – nurse – relatives – advice – trip – bus station – dinner – beach – choral – etc. (action verb) <ul style="list-style-type: none"> – went 	<p>regular and irregular form in sentences</p> <ul style="list-style-type: none"> • Students are able to use Simple Past Tense (to be) in sentences • Students are able to arrange jumbled words into good sentences • Students are able to give feedback to the texts provided by the teacher 	<p>materials discussed in the lesson</p> <ul style="list-style-type: none"> • The students examine the example of Simple Past Tense in regular and irregular form and its use in the sentence • The students do the task which is changing the verbs in sentences into Simple Past Tense (regular or irregular) • The students examine the examples of Simple Past 			<p><i>success at school</i>. London: Harper Collins Publishers</p> <p>Mukarto. et. al. 2007. <i>English on Sky: for Junior High School Students Year VIII</i>. Penerbit Erlangga</p> <p>Priyana, J. et. al. 2008. <i>Scaffolding: English for Junior High School Grade VIII</i>. Jakarta: Pusat Perbukuan Deprtemen Pendidikan Nasional.</p>
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		<ul style="list-style-type: none"> - visited - needed - met - gave - saw - departed - arrived - rented - dived - ate - etc. <p>(connector)</p> <ul style="list-style-type: none"> - first - second - then - next - after that - finally <p>(adverb of time)</p> <ul style="list-style-type: none"> - this morning - yesterday - last night - two days 		<p>Tense (to be)</p> <ul style="list-style-type: none"> • The students change the verbs (to be) in provided sentences into Simple Past Tense • The students arrange some jumbled words into good sentences • The students give feedback to the texts (students' previous writing) presented by the teacher 			
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		<p>ago</p> <ul style="list-style-type: none"> - in 2015 <p>(adjective)</p> <ul style="list-style-type: none"> - sick - young - long - pleased - neat - tired - excited - happy - etc. <ul style="list-style-type: none"> • Simple Past Tense (Regular form): <ul style="list-style-type: none"> - cooked - cried - studied - talked - worked - etc. <ul style="list-style-type: none"> • Simple Past Tense (Irregular 					
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		form): <ul style="list-style-type: none"> - went - made - slept - saw - came - etc. <ul style="list-style-type: none"> • Simple Past Tense (to be): <ul style="list-style-type: none"> - was - were 					
2.	12.2 Expressing the meaning and rhetorical steps in the short simple essay using various written language accurately, fluently, and acceptable to	<ul style="list-style-type: none"> • Pictures of some situations • Simple Past Tense (Regular form): <ul style="list-style-type: none"> - cooked - cried - studied - talked - worked - etc. • Simple Past 	<ul style="list-style-type: none"> • Students are able to give feedback to the given sentences • Students are able to make sentences based on the provided pictures and words 	<ul style="list-style-type: none"> • The teacher and the students review the previous materials discussed in the lesson • The teacher presents some sentences and the students give feedback 	2 x 40 min	<ul style="list-style-type: none"> • Whiteboard • Worksheet • Power Point • Pictures • Mind Maps • Coloring pencils 	Buzan, T. 2005. <i>Mind Maps for Kids. An Introduction. A shortcut to success at school.</i> London: Harper Collins Publishers Mukarto. et. al. 2007. <i>English on Sky: for Junior High</i>

	interact with the surroundings in the form of recount and narrative text.	<p>Tense (to be):</p> <ul style="list-style-type: none"> – was – were <p>• Simple Past Tense (Irregular form):</p> <ul style="list-style-type: none"> – went – made – slept – saw – came – etc. <p>• Vocabulary related to the topic:</p> <p>(adverb of time)</p> <ul style="list-style-type: none"> – this morning – yesterday – last night – two days ago – in 2015 <p>(adjective)</p>	<ul style="list-style-type: none"> • Students are able to use the language features of a recount text appropriately in writing a recount text • Students are able to arrange their recount text orderly • Students are able to brainstorm their ideas by drawing a Mind Map • Students are able to write a recount text which consists of at least 10 	<p>to the sentences</p> <ul style="list-style-type: none"> • The teacher provides some pictures of situations and the students make some sentences based on the pictures • The students examine the example of Simple Past Tense in regular and irregular form and its use in the sentence • The students examine the examples of Simple Past Tense (to be) • Students revise 			<p><i>School Students Year VIII.</i></p> <p>Penerbit Erlangga</p> <p>Priyana, J. et. al. 2008.</p> <p><i>Scaffolding: English for Junior High School Grade VIII.</i> Jakarta: Pusat Perbukuan Deprtemen Pendidikan Nasional.</p>
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		<ul style="list-style-type: none"> - happy - beautiful - lucky - diligent - sad - angry - tiring - etc. <ul style="list-style-type: none"> • Examples of Mind Maps 	<p>sentences in three paragraphs</p> <ul style="list-style-type: none"> • Students are able to revise their draft of recount text that has been given feedback by the teacher 	<p>the draft of their recount text which has been given feedback by the teacher</p> <ul style="list-style-type: none"> • The students write the final version of their recount text based on the Mind Map which has been previously made 			
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APPENDIX E

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 1, Meeting 1)

Sekolah	: SMP Negeri 4 Sleman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Ketrampilan	: Menulis
Jenis Teks	: <i>Recount text</i>
Alokasi Waktu	: 1 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator

- Siswa dapat mengidentifikasi fungsi sosial dari teks *recount*.
- Siswa dapat mengidentifikasi *generic structure* dari teks *recount*.
- Siswa dapat mengidentifikasi *language feature* dari teks *recount*

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial, *generic structure*, dan *language feature* dari sebuah teks *recount*.

E. Materi Pembelajaran:

1. Example of Recount Text
 - a) Text 1

Holiday with My Friend

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

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

We were very tired. However, I think it was really fun to have a holiday like this.

b) Text 2

A Beautiful Day in Jogja

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in the Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hoped that I could visit Jogja again.

2. Generic structure of a Recount Text

- Title

It summarizes the text and informs specific participants.

- Part 1: Setting or orientation

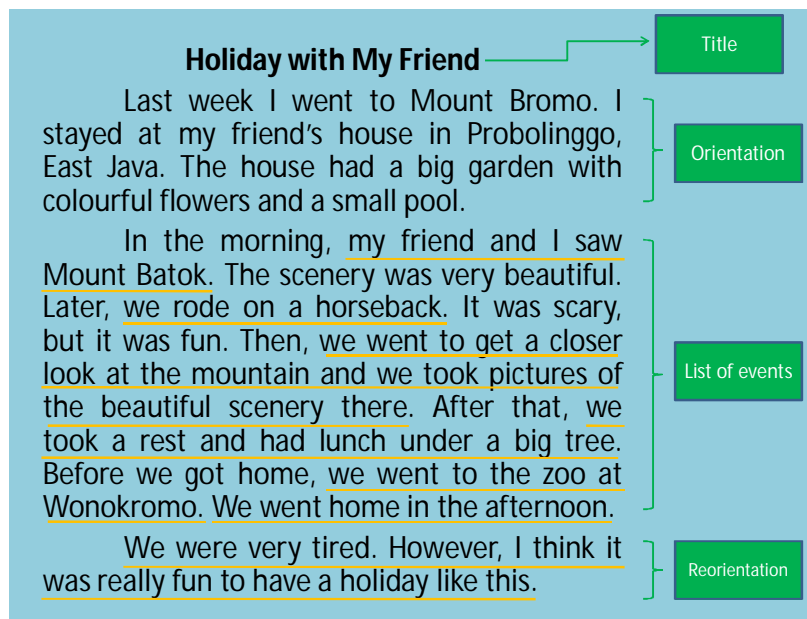
It answer the questions: Who? When? Where? Why? What experience?

- Part 2: List of events

It tells what people do and usually uses connector (*first, later, then, after that*) to connect the events.

- Part 3: Reorientation

It tells the writer's opinion or feeling about the events described.



3. Language feature of a Recount Text

- It uses past tenses
e.g.: Last week I *went* to Mount Bromo.
- It uses connector to connect the events.
e.g.: *Later*, we rode on a horseback.
- It has many action verbs
e.g.: *stayed, went, saw*, etc.
- It mainly uses 1st person pronoun (I or we)

Holiday with My Friend

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

What are the connectors?

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

What are the action verbs?

We were very tired. However, I think it was really fun to have a holiday like this.

4. Vocabulary related to the topics:

(noun)

- | | |
|------------|---------|
| - scenery | - lunch |
| - mountain | - zoo |
| - rest | - etc. |

(adjective)

- | | |
|-------------|--------|
| - beautiful | - etc. |
| - scary | |
| - fun | |

F. Metode Pembelajaran: *PPP (Presentation, Practice, Production)*

G. Langkah-langkah Kegiatan

1. Kegiatan Awal:
 - a. Guru memberi salam/*greeting* kepada siswa.
 - b. Guru mengecek kehadiran siswa.
 - c. Guru bertanya jawab dengan siswa terkait kondisi siswa.
 - d. Guru menjelaskan tujuan pembelajaran.
2. Kegiatan Inti:
 - a. Guru memberikan pertanyaan tentang pengalaman masa lampau kepada siswa.
 - b. Guru memberikan contoh teks *recount* yang berjudul “*Holiday with My Friend*” dan kemudian siswa membaca teks tersebut.
 - c. Siswa menjawab pertanyaan Guru mengenai isi dari teks *recount* tersebut.
 - d. Guru menjelaskan fungsi sosial dan *generic structure* dari sebuah teks *recount*.
 - e. Siswa mengidentifikasi fungsi sosial dan *generic structure* dalam sebuah teks *recount* yang berjudul “*Holiday with My Friend*”.
 - f. Guru menjelaskan language feature dalam sebuah teks *recount*.
 - g. Siswa mengidentifikasi *language feature* dalam teks tersebut.
 - h. Guru memberikan contoh teks *recount* yang berjudul “*A Beautiful Day in Jogja*” dan siswa membaca teks tersebut dan siswa kemudian mengidentifikasi fungsi sosial dari teks tersebut.
 - i. Siswa mengidentifikasi *generic structure* dan language feature dalam teks yang berjudul “*A Beautiful Day in Jogja*”.
 - j. Siswa mengerjakan Task 1 tentang *generic structure*, *language feature* dan *comprehension questions* dalam sebuah teks *recount* secara berpasangan (*in pairs*).
 - k. Guru dan siswa mendiskusikan Task 1 bersama-sama.
3. Kegiatan Akhir:
 - a. Siswa memberikan refleksi singkat mengenai materi yang dipelajari.

- b. Guru merangkum dan menyimpulkan materi yang diajarkan.
- c. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung.
- d. Guru memberikan penjelasan singkat mengenai materi pertemuan berikutnya.
- e. Guru mengakhiri pelajaran dengan berdoa.

H. Media

- 1. Whiteboard
- 2. Worksheets
- 3. Power Point

I. Sumber Belajar

Mukarto. et. al. 2007. *English on Sky: for Junior High School Studetns Year VIII*. Jakarta: Penerbit Erlangga.

Priyana, J. et. al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Deaprtemen Pendidikan Nasional.

J. Penilaian

Rubrik penilaian menulis diadaptasi dari Anderson dalam Hughes (1989: 91).

Guru Bahasa Inggris,

Peneliti,

NIP.....

NIM.....

Name :

Student Number:

Class :

A. Read the text carefully and label the parts of the text.

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



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



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


B. Answer the following questions based on the text above.

1. What is the suitable title of the text above?

2. The orientation:

- a. Who spent the holiday?

- b. When did they spend the holiday?

- c. Where did they spend the holiday?

3. Events:

- a. What did the writer do first?

- b. What did the writer do then?

- c. What did the writer do after that?

 - d. What did the writer do next?

 - e. What did the writer finally do?

4. How did the writer close the story?

5. Write the action verbs consisted in the text.

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 1, Meeting 2)

Sekolah	: SMP Negeri 4 Sleman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Ketrampilan	: Menulis
Jenis Teks	: <i>Recount text</i>
Alokasi Waktu	: 2 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator

- Siswa dapat mengidentifikasi perbedaan *Simple Past Tense* dan *Simple Present Tense*.
- Siswa dapat mengenali dan menggunakan kosakata dalam bentuk *noun*, *adverb of time*, dan kata-kata sifat dalam sebuah teks *recount* dengan tepat.
- Siswa dapat mengidentifikasi macam-macam bentuk dari *Simple Past Tense* dan menggunakannya dalam sebuah teks *recount* dengan tepat.
- Siswa dapat menyusun kalimat dengan tepat dan bermakna.
- Siswa dapat menulis *recount text* sesuai dengan *Mind Maps* yang disediakan.

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menulis sebuah teks *recount* secara berkelompok berdasarkan *Mind Maps* yang disediakan.

E. Materi Pembelajaran:

1. Example of Recount Text

Holiday with My Friend

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

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

We were very tired. However, I think it was really fun to have a holiday like this.

2. Vocabulary related to the topics:

(noun)

- | | |
|-----------|-----------|
| - mount | - holiday |
| - scenery | - fun |
| - zoo | - scary |
| - lunch | - etc. |

(adverb of time)

- | | |
|----------------|----------------|
| - this morning | - two days ago |
| - yesterday | - in 2015 |
| - last night | |

(adjective)

- happy
- so beautiful

- so lucky
- sad
- angry
- (connector)
- first
- second
- then
- next
- so tiring
- wonderful
- etc.
- after that
- finally
- etc

3. Simple Past Tense (regular form)

S (subject)	V (verb)	A (adverb)
I	cooked	this morning
You	cried	yesterday
He/she/it	studied	last night/week/month/Monday
We	talked	two days ago
They	worked	in 2014

4. Simple Past Tense (irregular form):

go → went

Last month I **went** to Jakarta for holiday.

make → made

My mother and I **made** a cake yesterday.

sleep → slept

We **slept** at my uncle's house last night.

see → saw

Yesterday I **saw** an accident on a street.

buy → bought

My father **bought** me a book last week.

come → came

My uncle **came** to my house last night.

think → thought

I **thought** it would be a fun holiday, but it was terrible.

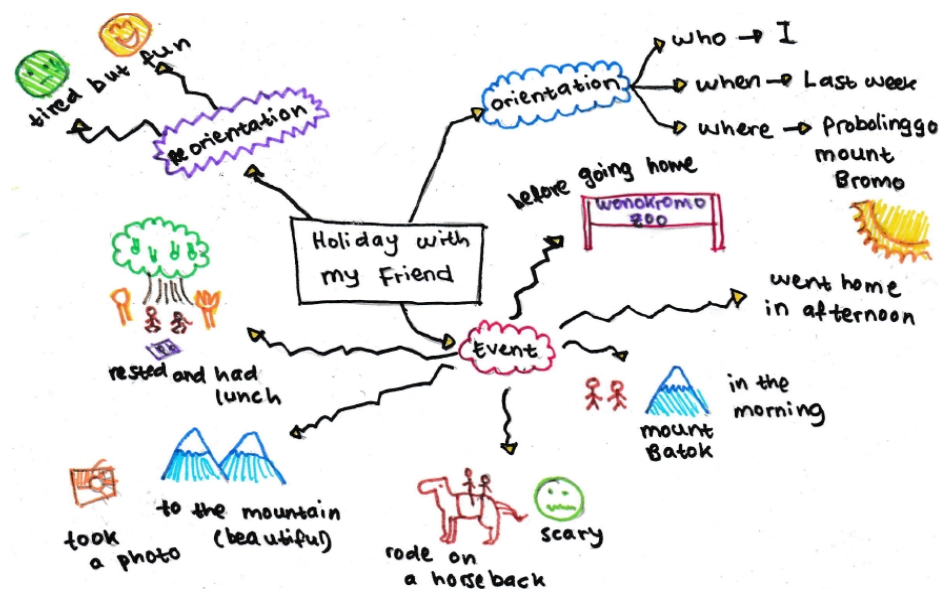
fall → fell

She **fell** from the table yesterday.

5. Simple Past Tense (to be)

S (subject)	V (verb)	Adj (adjective)
I	was	very happy
You	were	so beautiful
We (my friends and I)	were	so lucky
They	were	diligent
He	was	sad
She	was	angry
It (the holiday/experience)	was	so tiring

6. Example of a Mind Map



F. Metode Pembelajaran: PPP (*Presentation, Practice, Production*)

G. Langkah-langkah Kegiatan

1. Kegiatan Awal:

- a. Guru memberi salam/*greeting* kepada siswa.
 - b. Guru mengecek kehadiran siswa.
 - c. Guru bertanya jawab dengan siswa terkait kondisi siswa.
 - d. Guru menjelaskan tujuan pembelajaran.
2. Kegiatan Inti:
- a. Guru dan siswa me-*review* materi yang didiskusikan pertemuan sebelumnya.
 - b. Guru menampilkan teks *recount* yang berjudul “*Holiday with My Friend*” untuk me-*review* materi dari pertemuan sebelumnya.
 - c. Guru memberikan pertanyaan mengenai kata kerja (*verb*) yang digunakan dalam membuat sebuah teks *recount*.
 - d. Guru memberikan contoh-contoh *Simple Past Tense* (bentuk reguler) dan siswa mengamati contoh-contoh tersebut beserta kegunaannya tersebut dalam kalimat.
 - e. Siswa mengidentifikasi *adverb of time* dalam contoh kalimat-kalimat tersebut.
 - f. Guru memberikan contoh-contoh *Simple Past Tense* (bentuk non-reguler) dan siswa mengamati contoh-contoh tersebut beserta kegunaannya dalam kalimat.
 - g. Guru memberikan contoh-contoh *Simple Past Tense (to be)* beserta kata-kata sifat yang mengikutinya dan siswa mengamati contoh-contoh tersebut dalam kegunaannya dalam kalimat.
 - h. Siswa mengerjakan Task 1 tentang menyusun beberapa kalimat menjadi paragraf yang baik dan melengkapi paragraf dengan mengganti kata kerjanya menjadi bentuk *Simple Past Tense*.
 - i. Guru dan siswa bersama-sama mendiskusikan Taks 1.
 - j. Guru memberikan penjelasan mengenai teknik *mind mapping* beserta penggunaannya dalam menulis teks *recount*.
 - k. Guru memberikan contoh *Mind Map* dan menggambar sebuah *Mind Map* bekerjasama dengan siswa.

1. Secara berkelompok, siswa menulis sebuah teks recount berdasarkan Mind Map yang diberikan oleh guru
3. Kegiatan Akhir:
 - a. Siswa merefleksikan materi yang dipelajari.
 - b. Guru merangkum dan menyimpulkan materi yang diajarkan.
 - c. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung.
 - d. Guru memberikan penjelasan singkat mengenai materi pertemuan berikutnya.
 - e. Guru mengakhiri pelajaran dengan berdoa.

H. Media

1. Whiteboard
2. Worksheet
3. Power Point
4. Mind Maps
5. Board marker

I. Sumber Belajar:

- Buzan, T. 2005. *Mind Maps for Kids. An Introduction. A shortcut to success at school*. London: Harper Collins Publishers.
- Mukarto. et. al. 2007. *English on Sky: for Junior High School Students Year VIII*. Penerbit Erlangga
- Priyana, J. et. al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

J. Penilaian

Rubrik penilaian menulis diadaptasi dari Anderson dalam Hughes (1989: 91).

,
Guru Bahasa Inggris,	Peneliti,
.....
NIP.....	NIM.....

Name :

Student Number :

Class :

A. Arrange these following words to be good sentences.

1. a wonderful – with my family – had – last holidays – I – vacation

2. my friend – last week – went – and I – Jakarta – to

3. in Bandung – arrived – in the morning – we – at 7 am

4. tourism places – saw – many – we – in Makassar

5. so happy – with – were – our holidays – we

B. Complete this paragraph by changing the verbs into past tense. Then, identify the adverb of time by underlining the words. Number one has already done for you.

Cats!

Yesterday, my brother and I (1) were (be) playing badminton behind our house when I (2) _____ (see) a cat on our mango tree. It (3) _____ (look) scared and we (4) _____ (think) it couldn't get down. So, we (5) _____ (decide) to do something. First I (6) _____ (help) my brother to climb the tree. He reached the cat and (7) _____ (pass) to me. It (8) _____ (be) difficult because the tree was so high. When my brother began to come down, a branch broke. He couldn't move up or down. I (9) _____ (go) inside the house and asked dad to help my brother. Then, he borrowed a ladder from our neighbor and finally, my brother could get down safely.

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 1, Meeting 3)

Sekolah	: SMP Negeri 4 Sleman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Ketrampilan	: Menulis
Jenis Teks	: <i>Recount</i>
Alokasi Waktu	: 2 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator

- Siswa dapat menyusun kalimat-kalimat acak menjadi paragraph yang tepat.
- Siswa dapat mengumpulksn ide-ide menulis dengan menggambar *Mind Map*.
- Siswa dapat menulis sebuah teks *recount* berisi 10 kalimat dalam tiga paragraf dengan menggunakan Mind Map.
- Siswa dapat menulis sebuah teks *recount* secara individu yang sesuai dengan *Mind Map* yang siswa gambar.

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menulis sebuah teks *recount* secara individu yang berdasarkan dengan *Mind Map* yang siswa buat.

E. Materi Pembelajaran:

1. Examples of Recount Text

a) Text 1

Visiting a Sick Friend

Last Sunday, my mother, my father, and I went to the hospital to see a sick our neighbor. He was a young man. He was in hospital for three days because he had a stomach-ache.

In the hospital, we met a lot of people. They also wanted to see their sick relatives or friends. We talked only for 15 minutes. We did not like to disturb him for a long time. When we asked him for permission, he looked pleased. On the way out, we saw a few nurses. They were all young and neat. They treated the patients kindly and patiently. I liked to see that. While we were driving home, father and mother told me a lot how to behave. They advised me to be polite and kind to everyone.

That was a great day.

b) Text 2

A Long Trip to Jakarta

Last Sunday, my brother and I went to Jakarta. There were many things we did on the way to there.

In the morning, we bought two tickets from the agent. It cost us 50.000 rupiah each ticket. Then, at 3 pm, we got on the bus and the bus departed from Giwangan station. After that, we stopped at Purwakarta to have a dinner. Next, we arrived at Lebak Bulus at 11 pm. Then went to my uncle's house near the station.

It was a very long trip. We were very tired but we enjoyed it.

2. Vocabulary related to the topic:

(noun)

- hospital
- nurse
- relatives
- advice
- trip
- bus station
- dinner
- etc.

(action verb)

- went
- visited
- needed
- met
- gave
- saw
- departed
- arrived
- etc.

(connector)

- first
- second
- then
- next
- after that
- finally

(adverb of time)

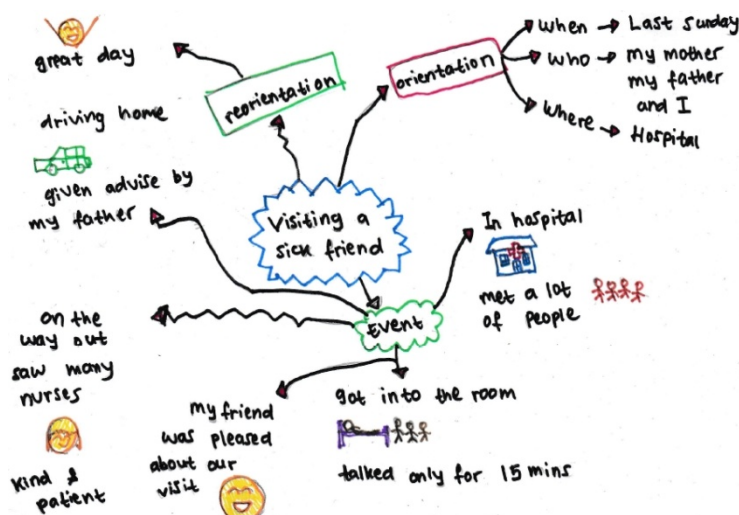
- this morning
- yesterday
- last night
- two days ago
- in 2015

(adjective)

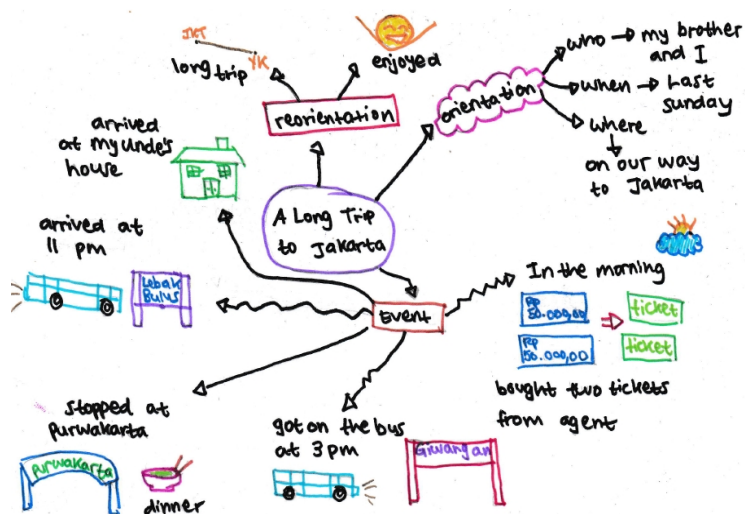
- sick
- young
- long
- pleased
- neat
- tired

3. Mind Maps

a) Mind Maps for Text 1



b) Mind Maps for Text 2



F. Metode Pembelajaran: PPP (Presentation, Practice, Production)

G. Langkah-langkah Kegiatan

1. Kegiatan Awal:

- Guru memberi salam/*greeting* kepada siswa.
- Guru mengecek kehadiran siswa.
- Guru bertanya jawab dengan siswa terkait kondisi siswa.
- Guru menjelaskan tujuan pembelajaran.

2. Kegiatan Inti:

- a. Guru dan siswa me-*review* materi pertemuan sebelumnya.
- b. Secara berkelompok, siswa menulis sebuah teks *recount* berdasarkan *Mind Maps* yang diberikan oleh guru.
- c. Guru menampilkan beberapa *Mind Maps* yang sebelumnya sudah diberikan kepada siswa.
- d. Guru dan siswa mendiskusikan *Mind Maps* yang telah diberikan dan membuat sebuah teks *recount* berdasarkan *Mind Maps* tersebut dengan menyusun kalimat acak menjadi sebuah paragraf.
- e. Siswa membuat sebuah *Mind Map* untuk membantu mengumpulkan ide menulis teks *recount*.
- f. Siswa menulis sebuah teks *recount* secara individu berdasarkan *Mind Map* yang siswa buat.

3. Kegiatan Akhir:

- a. Siswa merefleksikan materi yang dipelajari.
- b. Guru merangkum dan menyimpulkan materi yang diajarkan.
- c. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung.
- d. Guru memberikan penjelasan singkat mengenai materi pertemuan berikutnya.
- e. Guru mengakhiri pelajaran dengan berdoa.

H. Media

1. Whiteboard
2. Worksheet
3. Power Point
4. Pictures
5. Mind Maps
6. Coloring pencils

I. Sumber Belajar:

Buzan, T. 2005. *Mind Maps for Kids. An Introduction. A shortcut to success at school*. London: Harper Collins Publishers.

Mukarto. et. al. 2007. *English on Sky: for Junior High School Students Year VIII*. Penerbit Erlangga

Priyana, J. et. al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Deaprtemen Pendidikan Nasional.

J. Penilaian

Rubrik penilaian menulis diadaptasi dari Anderson dalam Hughes (1989: 91).

Guru Bahasa Inggris,

.....,

Peneliti,

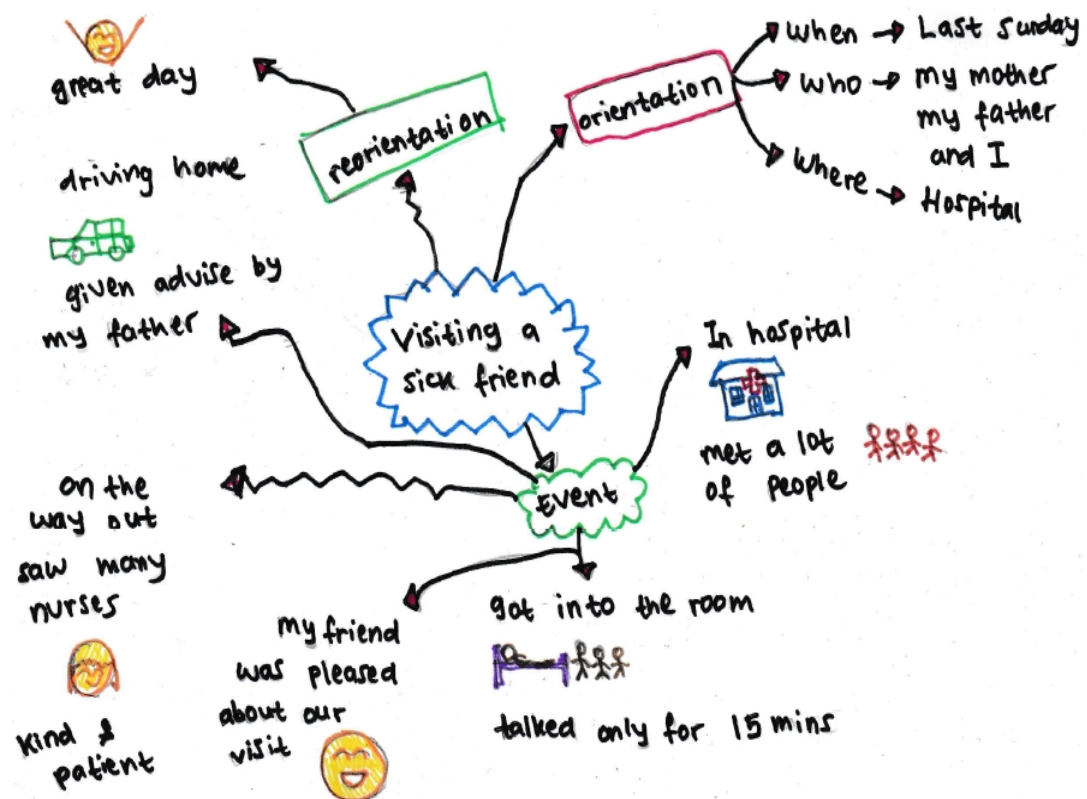
.....

NIP.....

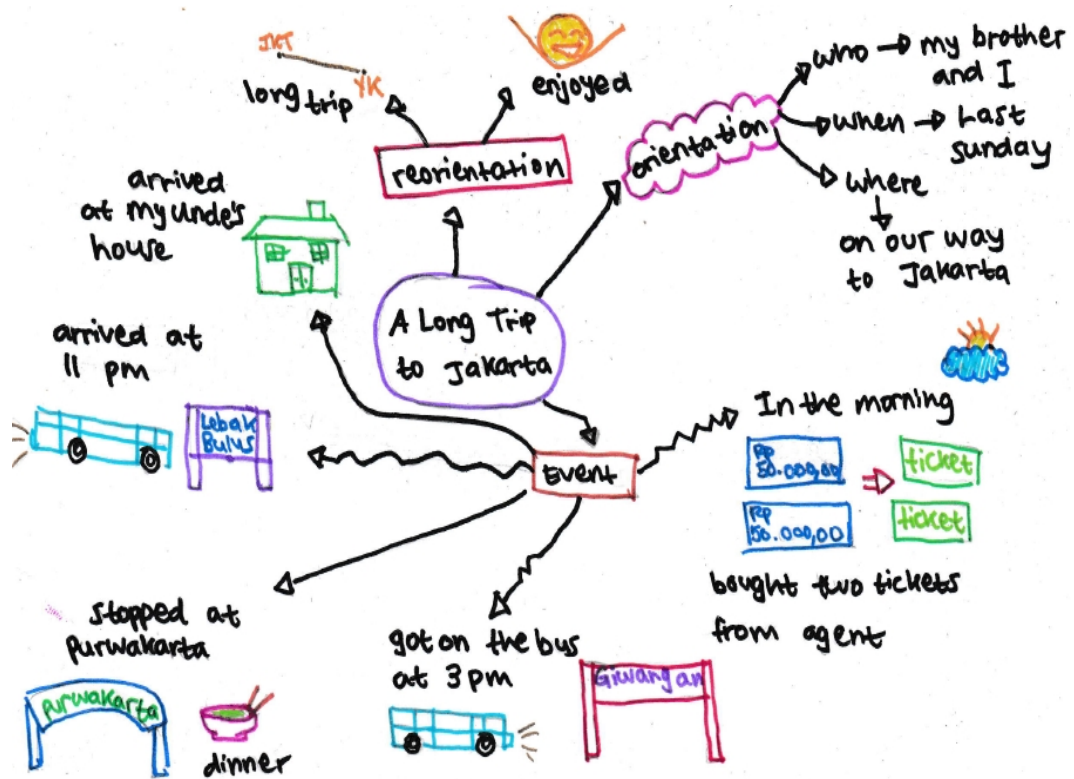
.....

NIM.....

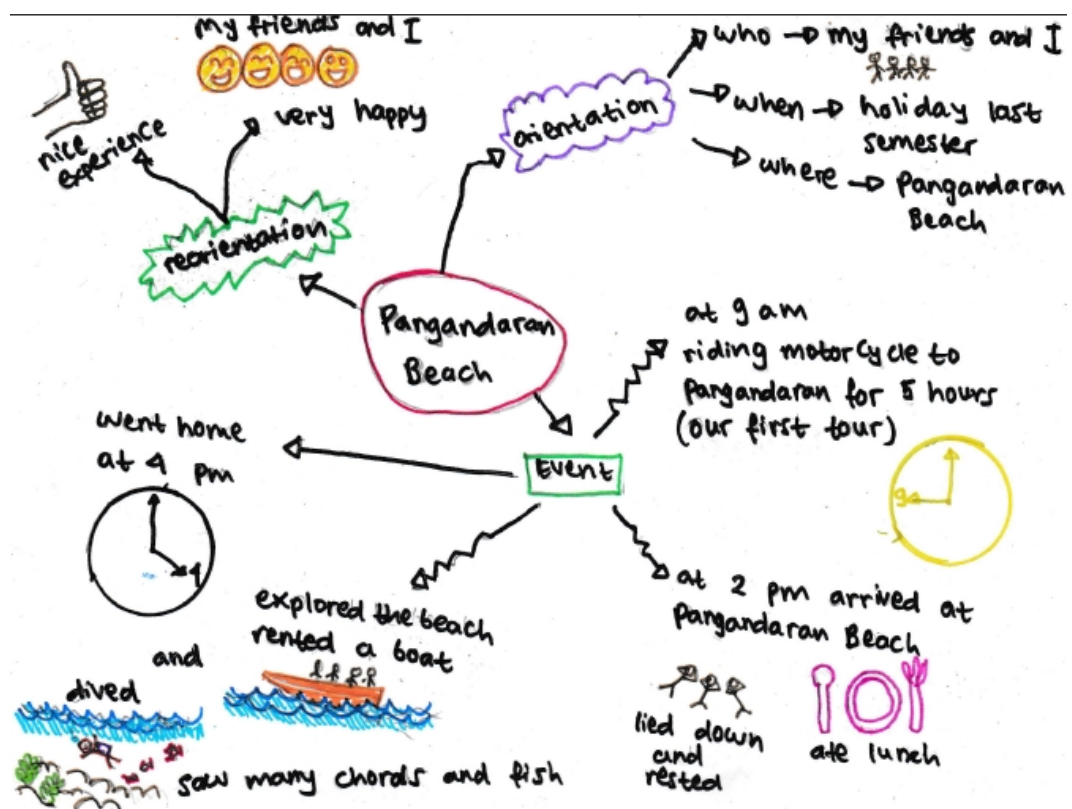
Mind Map 1



Mind Map 2



Mind Map 3



RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 2, Meeting 1)

Sekolah	: SMP Negeri 4 Sleman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Ketrampilan	: Menulis
Jenis Teks	: <i>Recount text</i>
Alokasi Waktu	: 1 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator

- Siswa dapat menggunakan *Simple Past Tense* dalam bentuk reguler maupun non-reguler dalam sebuah kalimat.
- Siswa dapat menggunakan *Simple Past Tense (to be)* dalam sebuah kalimat.
- Siswa dapat menyusun kata-kata acak menjadi kalimat yang tepat.
- Siswa dapat memberikan *feedback* dan koreksi pada teks *recount* yang diberikan oleh Guru.

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menulis teks *recount* dengan susunan kalimat yang tepat secara individu yang berdasarkan dengan *Mind Map* yang siswa buat.

E. Materi Pembelajaran:

1. Examples of Recount Text (Taken from students' work in groups)

a. Text 1

Visiting a Sick Friend

Last Sunday my mother, my father and I went to Hospital to visiting a sick friend.

In the morning, in hospital we met a lot of people. We give a fruits to sick friend. Then, we got into the room and talked only for 15 minutes. My friend was pleased about our visit. On the way out, we saw many nurses. They were kind and patient. Then, we were driving home. I was given advise by my father to keep our health.

It is great day because we can visiting a sick friend.

b. Text 2

Pangandaran Beach

Holiday last semester, my friend's and I holiday in Pangandaran beach. In the morning we went to Pangandaran beach from my sister's house.

At 9 am riding motorcycle to Pangandaran for 5 hours. At 2 pm, we arrived at Pangandaran beach. Explored the beach rented a boat and dived. Saw many chorals and fishes. My friend's and I very hungry. Ate lunch and lied down and rested. After lunch, we went go home at 4 pm.

My friends and I very happy and experience.

c. Text 3

A Long Trip to Jakarta

Last Sunday, my brother and I were to Jakarta. We rode bus. We very excited in a long trip to Jakarta.

In the morning, we bought two tickets from the agent. Then we boarded the bus at bus station at 3 pm. We stopped at Purwakarta to dinner in a restaurant. After dinner, we take trip to Lebak Bulus. We arrived at Lebak Bulus at 11 pm. At 12 pm, we go to my uncle's house. At 1 am, we arrived at my uncle's house.

In my long trip Jakarta-Yogyakarta, we feel happy and enjoyed. We hope we can come back again.

2. Vocabulary related to the topic:

(noun)

- | | |
|-------------|---------------|
| - hospital | - bus station |
| - nurse | - dinner |
| - relatives | - beach |
| - advice | - choral |
| - trip | - etc. |

(action verb)

- | | |
|-----------|------------|
| - went | - departed |
| - visited | - arrived |
| - needed | - rented |
| - met | - dived |
| - gave | - ate |
| - saw | - etc. |

(connector)

- | | |
|----------|--------------|
| - first | - next |
| - second | - after that |
| - then | - finally |

(adverb of time)

- this morning
- yesterday
- last night
- two days ago
- in 2015

(adjective)

- sick
- young
- long
- pleased
- neat
- tired
- excited
- happy
- etc.

3. Simple Past Tense (regular form)

S (subject)	V (verb)	A (adverb of time)
I	cooked	this morning
You	cried	yesterday
He/she/it	studied	last night/week/month/Monday
We	talked	two days ago
They	worked	in 2015

4. Simple Past Tense (irregular form):

go → went

Last month I **went** to Jakarta for holiday.

make → made

My mother and I **made** a cake yesterday.

sleep → slept

We **slept** at my uncle's house last night.

see → saw

Yesterday I **saw** an accident on a street.

buy → bought

My father **bought** me a book last week.

come → came

My uncle **came** to my
house last night.

think → thought

I **thought** it would be a
fun holiday, but it was
terrible.

fall → fell

She **fell** from the table
yesterday.

5. Simple Past Tense (to be)

S (subject)	V (verb)	Adj (adjective)
I	was	very happy
You	were	so beautiful
We (my friends and I)	were	so lucky
They	were	diligent
He	was	sad
She	was	angry
It (the holiday/experience)	was	so tiring

F. Metode Pembelajaran: PPP (*Presentation, Practice, Production*)

G. Langkah-langkah Kegiatan

1. Kegiatan Awal:

- Guru memberi salam/*greeting* kepada siswa.
- Guru mengecek kehadiran siswa.
- Guru bertanya jawab dengan siswa terkait kondisi siswa.
- Guru menjelaskan tujuan pembelajaran.

2. Kegiatan Inti:

- Guru dan siswa me-*review* materi pertemuan sebelumnya.
- Guru memberikan contoh-contoh *Simple Past Tense* (bentuk reguler dan non-reguler) dan siswa mengidentifikasi contoh-contoh tersebut dan mengamati kegunaannya dalam kalimat.
- Siswa mengganti kata kerja menjadi *Simple Past Tense* (bentuk reguler dan non-reguler) dalam kalimat yang disediakan.

- d. Guru memberikan contoh-contoh *Simple Past Tense (to be)* dan siswa mengamati contoh-contoh tersebut beserta kegunannya dalam kalimat.
 - e. Siswa mengubah kata kerja *to be* ke dalam bentuk *Simple Past Tense* dalam kalimat yang disediakan.
 - f. Siswa menyusun kata-kata acak menjadi kalimat yang tepat.
 - g. Siswa dapat memberikan *feedback* pada teks *recount* yang diberikan oleh Guru.
3. Kegiatan Akhir:
- a. Siswa merefleksikan materi yang dipelajari.
 - b. Guru merangkum dan menyimpulkan materi yang diajarkan.
 - c. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung.
 - d. Guru memberikan penjelasan singkat mengenai materi pertemuan berikutnya.
 - e. Guru mengakhiri pelajaran dengan berdoa.

H. Media

1. Whiteboard
2. Power Point

I. Sumber Belajar

- Buzan, T. 2005. *Mind Maps for Kids. An Introduction. A shortcut to success at school*. London: Harper Collins Publishers.
- Mukarto. et. al. 2007. *English on Sky: for Junior High School Students Year VIII*. Penerbit Erlangga
- Priyana, J. et. al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

J. Penilaian

Rubrik penilaian menulis diadaptasi dari Anderson dalam Hughes (1989: 91).

<p>.....,</p> <p>Guru Pembimbing,</p> <p>.....</p> <p>NIP.....</p>	<p>.....,</p> <p>Peneliti,</p> <p>.....</p> <p>NIM.....</p>
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RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 2, Meeting 2)

Sekolah : SMP Negeri 4 Sleman
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Dua
Ketrampilan : Menulis
Jenis Teks : *Recount text*
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator

- Siswa dapat memberikan *feedback* kepada kalimat-kalimat yang diberikan oleh Guru.
- Siswa dapat membuat kalimat berdasarkan gambar dan kata yang disediakan oleh Guru.
- Siswa dapat menggunakan *language features* dari teks *recount* dengan tepat dalam menulis teks *recount*.
- Siswa dapat menyusun teks *recount* mereka secara kronologis.
- Siswa dapat mengumpulksn ide-ide menulis dengan menggambar *Mind Map*.

- Siswa dapat menulis sebuah teks *recount* berisi 10 kalimat dalam tiga paragraf dengan menggunakan Mind Map.
- Siswa dapat merevisi draft teks *recount* yang sudah diberikan *feedback* oleh Guru

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menulis sebuah teks *recount* secara individu yang berdasarkan dengan *Mind Map* yang siswa buat.

E. Materi Pembelajaran:

1. Pictures of some situations

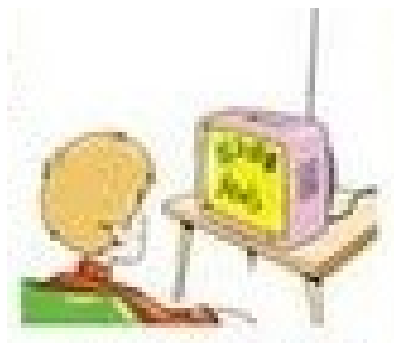
a)



b)



c)



2. Simple Past Tense (regular form)

S (subject)	V (verb)	A (adverb of time)
I	cooked	this morning
You	cried	yesterday
He/she/it	studied	last night/week/month/Monday
We	talked	two days ago
They	worked	in 2014

3. Simple Past Tense (irregular form)

go	➔	went
make	➔	made
sleep	➔	slept
see	➔	saw
buy	➔	bought
come	➔	came
feel	➔	felt
ride	➔	rode
take	➔	took
have	➔	had

4. Simple Past Tense (to be)

(S) subject	(V) verb	(Adj) adjective
I	was	very happy
you	were	so beautiful
We (my friends and I)	were	so lucky
They	were	diligent
He (Yulifar)	was	sad
She (Mega)	was	angry
It (the holiday/experience)	was	so tiring

F. Metode Pembelajaran: PPP (*Presentation, Practice, Production*)

G. Langkah-langkah Kegiatan

1. Kegiatan Awal:
 - a. Guru memberi salam/*greeting* kepada siswa.
 - b. Guru mengecek kehadiran siswa.
 - c. Guru bertanya jawab dengan siswa terkait kondisi siswa.
 - d. Guru menjelaskan tujuan pembelajaran.
2. Kegiatan Inti:
 - a. Guru dan siswa me-*review* materi pertemuan sebelumnya.
 - b. Guru menampilkan beberapa kalimat dan siswa memberikan *feedback* kepada kalimat-kalimat tersebut.
 - c. Guru menampilkan beberapa gambar mengenai beberapa situasi dan siswa membuat kalimat berdasarkan kepada situasi tersebut.
 - d. Siswa me-*review Simple Past Tense* (dalam bentuk regular, non-regular dan *to be*) dan mengamati kegunaannya dalam kalimat.
 - e. Siswa merivisi draft teks *recount* yang sudah diberi *feedback* oleh Guru
 - f. Siswa menulis versi akhir dari teks *recount* secara individu berdasarkan Mind Map yang sudah buat sebelumnya.
3. Kegiatan Akhir:
 - a. Siswa merefleksikan materi yang dipelajari.
 - b. Guru merangkum dan menyimpulkan materi yang diajarkan.
 - c. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran berlangsung.
 - d. Guru mengakhiri pelajaran dengan berdoa.

H. Media

1. Whiteboard
2. Worksheet
3. Power Point
4. Pictures
5. Mind Maps

6. Coloring pencils

I. Sumber Belajar

Buzan, T. 2005. *Mind Maps for Kids. An Introdcution. A shortcut to success at school.* London: Harper Collins Publishers.

Mukarto. et. al. 2007. *English on Sky: for Junior High School Students Year VIII.* Penerbit Erlangga

Priyana, J. et. al. 2008. *Scaffolding: English for Junior High School Grade VIII.* Jakarta: Pusat Perbukuan Deaprtemen Pendidikan Nasional.

J. Penilaian

Rubrik penilaian menulis diadaptasi dari Anderson dalam Hughes (1989: 91).

Guru Bahasa Inggris,

.....,

Peneliti,

.....

NIP.....

.....

NIM.....

Name :

Student Number :

Class :

STUDENT'S WRITING WORKSHEET

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a small gap at the top center where the paper appears to be folded or attached to something else.

APPENDIX F

OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

Date : April 28th, 2016 Class : 8 A
 Time : 11.30 am Observer : Herina Nirmala
 Agenda : Action Meeting 1 (Cycle 1)

No.	Activities	Yes	No	Comment
1.	Pre-teaching			
	a. The teacher greets the students	√		
	b. The teacher leads a prayer	√		
	c. The teacher checks the students; attendance	√		
	d. The teacher explains the objective of the lesson	√		
2.	Whilst-teaching			
	a. The teacher introduces the topics	√		
	b. The teacher explains things related to the topics	√		
	c. The teacher introduces new words	√		“Crowds”
	d. The teacher gives examples of recount text	√		
	e. The teacher explains the generic structure of the text	√		
	f. The teacher explains mind mapping in writing recount text		√	Because the researcher has not reached the step.
	g. The teacher gives example how to draw a mind map		√	Because the researcher has not reached the

				step.
	h. The teacher checks students' understanding	√		
	i. The teacher provides example of recount text to practice	√		
	j. The teacher gives sufficient time to practice	√		
	k. The teacher discusses task with the students	√		
	l. The teacher corrects the students' work	√		
3.	Post-teaching			
	a. The teacher summarizes the lesson	√		
	b. The teacher gives feedback to students	√		
	c. The teacher gives brief explanation about the next meeting		√	The time is up and the learners are willing to go home.
	d. The teacher closes the lesson by leading a prayer	√		
	e. The teacher frequently uses English in all activities of the lesson.	√		

Note:

Try to pay attention to those who sit at the back.

OBSERVATION CHECKLIST

Date : May 14th, 2016 Class : 8 A
 Time : 08.20 am Observer : Herina Nirmala
 Agenda : Action Meeting 2 (Cycle 1)

No.	Activities	Yes	No	Comment
1.	Pre-teaching			
	a. The teacher greets the students	√		
	b. The teacher leads a prayer	√		That will be good if the students are given chance to lead the prayer.
	c. The teacher checks the students; attendance		√	
	d. The teacher explains the objective of the lesson	√		
2.	Whilst-teaching			
	a. The teacher introduces the topics	√		
	b. The teacher explains things related to the topics	√		
	c. The teacher introduces new words	√		
	d. The teacher gives examples of recount text	√		
	e. The teacher explains the generic structure of the text	√		In the pre-teaching, the teacher recalls what students have learnt.
	f. The teacher explains mind	√		

	mapping in writing recount text			
	g. The teacher gives example how to draw a mind map	√		The teacher gives example in PPT then draws on the whiteboard later on making the students engaged in the learning process.
	h. The teacher checks students' understanding	√		
	i. The teacher provides example of recount text to practice	√		
	j. The teacher gives sufficient time to practice	√		
	k. The teacher discusses task with the students	√		
	l. The teacher corrects the students' work	√		
	3. Post-teaching			
	a. The teacher summarizes the lesson	√		
	b. The teacher gives feedback to students	√		
	c. The teacher gives brief explanation about the next meeting	√		
	d. The teacher closes the lesson		√	The student

	by leading a prayer			leads the prayer
	e. The teacher frequently uses English in all activities of the lesson.	√		It's good to promote students to use English.

Note:

When grouping the students, try to group them in the same sex. The characteristics of the eight graders (early teenagers) are reluctant to work with those who are in different sex.

OBSERVATION CHECKLIST

Date : May 18th, 2016 Class : 8 A
 Time : 07.00 am Observer : Herina Nirmala
 Agenda : Action Meeting 3 (Cycle 1)

No.	Activities	Yes	No	Comment
1.	Pre-teaching			
	a. The teacher greets the students	√		
	b. The teacher leads a prayer	√		The student leads the prayer.
	c. The teacher checks the students; attendance		√	
	d. The teacher explains the objective of the lesson		√	
2.	Whilst-teaching			
	a. The teacher introduces the topics		√	
	b. The teacher explains things related to the topics	√		
	c. The teacher introduces new words	√		Mostly words accidentally.
	d. The teacher gives examples of recount text	√		
	e. The teacher explains the generic structure of the text	√		
	f. The teacher explains mind mapping in writing recount text	√		
	g. The teacher gives example how to draw a mind map	√		Researcher already gave example in the last meeting.

	h. The teacher checks students' understanding	√		
	i. The teacher provides example of recount text to practice	√		
	j. The teacher gives sufficient time to practice	√		
	k. The teacher discusses task with the students	√		
	l. The teacher corrects the students' work	√		
3.	Post-teaching			
	a. The teacher summarizes the lesson	√		
	b. The teacher gives feedback to students	√		
	c. The teacher gives brief explanation about the next meeting		√	
	d. The teacher closes the lesson by leading a prayer		√	The students leads the prayer.
	e. The teacher frequently uses English in all activities of the lesson.	√		

Note: -

OBSERVATION CHECKLIST

Date : May 19th, 2016 Class : 8 A
 Time : 11.30 am Observer : Rizky Agung P.
 Agenda : Action Meeting 1 (Cycle 2)

No.	Activities	Yes	No	Comment
1.	Pre-teaching			
	a. The teacher greets the students	√		
	b. The teacher leads a prayer		√	The student leads the prayer.
	c. The teacher checks the students' attendance		√	The teacher was too busy to condition the class.
	d. The teacher explains the objective of the lesson	√		
2.	Whilst-teaching			
	a. The teacher introduces the topics	√		
	b. The teacher explains things related to the topics	√		
	c. The teacher introduces new words	√		Mostly words accidentally.
	d. The teacher gives examples of recount text	√		
	e. The teacher explains the generic structure of the text	√		
	f. The teacher explains mind mapping in writing recount text		√	The teacher did it in the last meeting.
	g. The teacher gives example how		√	The teacher did it

	to draw a mind map			in the last meeting.
	h. The teacher checks students' understanding	√		
	i. The teacher provides example of recount text to practice	√		In the form of presentation
	j. The teacher gives sufficient time to practice	√		
	k. The teacher discusses task with the students	√		
	l. The teacher corrects the students' work	√		
3.	Post-teaching			
	a. The teacher summarizes the lesson	√		
	b. The teacher gives feedback to students	√		
	c. The teacher gives brief explanation about the next meeting	√		
	d. The teacher closes the lesson by leading a prayer		√	The students leads the prayer.
	e. The teacher frequently uses English in all activities of the lesson.	√		

Note:

-

OBSERVATION CHECKLIST

Date : May 21st, 2016 Class : 8 A
 Time : 08.20 am Observer : Rizky Agung P.
 Agenda : Action Meeting 2 (Cycle 2)

No.	Activities	Yes	No	Comment
1.	Pre-teaching			
	a. The teacher greets the students	√		
	b. The teacher leads a prayer		√	The student leads the prayer.
	c. The teacher checks the students; attendance		√	The teacher was too busy to condition the class.
	d. The teacher explains the objective of the lesson	√		
2.	Whilst-teaching			
	a. The teacher introduces the topics	√		
	b. The teacher explains things related to the topics	√		
	c. The teacher introduces new words	√		
	d. The teacher gives examples of recount text	√		
	e. The teacher explains the generic structure of the text		√	The teacher did it in the previous meeting.
	f. The teacher explains mind mapping in writing recount text		√	The teacher already did it
	g. The teacher gives example how		√	The teacher

	to draw a mind map			already did it
	h. The teacher checks students' understanding	√		
	i. The teacher provides example of recount text to practice	√		
	j. The teacher gives sufficient time to practice	√		
	k. The teacher discusses task with the students	√		
	l. The teacher corrects the students' work	√		
3.	Post-teaching			
	a. The teacher summarizes the lesson	√		
	b. The teacher gives feedback to students	√		
	c. The teacher gives brief explanation about the next meeting	√		
	d. The teacher closes the lesson by leading a prayer		√	The students leads the prayer.
	e. The teacher frequently uses English in all activities of the lesson.	√		

Note:

Encourage them to write more.

APPENDIX G

WRITING SCORING RUBRIC

WRITING SCORING RUBRIC

ASPECT	SCORE	CITERIA
GRAMMAR	6	Few, (if any) noticeable errors of grammar or word order.
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	4	Errors of grammar of word order fairly frequent; occasional re-reading necessary for full comprehension.
	3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation,
	1	Errors of grammar or word order so severe as to make comprehension virtually impossible.
VOCABULARY	6	The use of vocabulary and idiom is appropriate and related to the context.
	5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	Vocabulary so limited and so frequently

		misused that reader must often rely on interpretation
	1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
MECHANICS	6	Few (if any) noticeable lapses in punctuation or spelling.
	5	Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
	4	Errors in punctuation or spelling fairly frequent, occasional re-reading necessary for full comprehension.
	3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
	2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
	1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
FLUENCY	6	Choice of structures and vocabulary consistently appropriate.
	5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
	4	Patchy with some structures or vocabulary items noticeably inappropriate to general style.
	3	Structures and vocabulary items sometimes

		not only inappropriate but also misused; little sense of ease of communication.
	2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
	1	Misused structures and vocabulary items rendering communication almost impossible.
ORGANISATION	6	Highly organized; clear progression of ideas well-linked.
	5	Material well-organized; links could occasionally be clearer but communication not impaired.
	4	Some lack of organization; re-reading required for clarification ideas.
	3	Little or no attempt at connectivity, though reader can deduce some organization.
	2	Individual ideas may be clearer, but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

Adapted from Anderson in Hughes (1989: 91)

APPENDIX H

STUDENTS' SCORES

**PRE-TEST
RESEARCHER'S RATE**

No.	Name	Aspect					TOTAL
		G	V	M	F	O	
1	Ade Rizal Bachtiar	-	-	-	-	-	-
2	Ahmad Setyawan	3	3	2	2	4	14
3	Alfiyan Ahmad Baedhowi	3	3	3	3	4	16
4	Ardiansyah Bayu Saputra	2	2	3	3	3	13
5	Arifin Pamungkas	3	2	3	4	3	15
6	Arini Hudaya	3	4	4	4	3	18
7	Bayu Dermawan Putra	2	3	2	3	2	12
8	Difki Arzad	3	3	2	3	4	15
9	Dwi Setyaningsih	2	2	4	1	1	10
10	Estiyani Dwi Astuti	3	4	5	4	4	20
11	Fani Eko Saputro	2	2	2	2	2	10
12	Farid Fainallazi	2	3	3	2	3	13
13	Ferdian Aditya Putra	3	2	2	2	3	12
14	Fifi Wulandari	2	3	2	3	3	13
15	Hanifah Nur Azizah	2	3	3	2	3	13
16	Hilda Putri Lestari	2	3	3	3	4	15
17	Iriana Rasyida	4	4	5	5	5	23
18	Koko Christiawan	4	4	4	4	4	20
19	Mega Tri Utami	3	3	3	3	2	14
20	Miftakhil Anfika Wahyuni	4	4	3	4	4	19
21	Muhamad Yusuf	3	4	3	4	5	19
22	Niken Safitri	2	3	3	3	2	13
23	Nur Ferdiansyah	2	3	2	4	4	15
24	Puput Setyaningrum	4	4	3	4	4	19
25	Ryan Kurniawan	2	2	2	2	3	11
26	Salsa Billa Syahlia	2	2	2	2	2	10
27	Satria Andriana	3	3	2	4	4	16
28	Syafa Lintang Fadela	5	5	4	4	4	22
29	Yoga Andra Febdila	2	2	3	3	3	13
30	Yulifar Ilham Hermawan	3	3	4	4	4	18
31	Anggun Rachma C. N.	3	4	4	4	4	19

Note:

G : Grammar
V : Vocabulary
M : Mechanics
F : Fluency
O : Organisation

**PRE-TEST
COLLABORATOR'S RATE**

No.	Name	Aspect					TOTAL
		G	V	M	F	O	
1	Ade Rizal Bachtiar	-	-	-	-	-	-
2	Ahmad Setyawan	3	3	3	2	5	16
3	Alfiyan Ahmad Baedhowi	2	3	2	4	4	15
4	Ardiansyah Bayu Saputra	2	4	2	4	6	18
5	Arifin Pamungkas	3	3	2	4	4	16
6	Arini Huda	4	5	5	4	3	21
7	Bayu Dermawan Putra	2	3	2	2	2	11
8	Difki Arzad	3	2	2	5	5	17
9	Dwi Setyaningsih	1	2	5	1	1	10
10	Estiyani Dwi Astuti	3	5	5	4	4	21
11	Fani Eko Saputro	2	2	2	2	2	10
12	Farid Fainallazi	2	2	2	4	4	14
13	Ferdian Aditya Putra	3	2	3	3	3	14
14	Fifi Wulandari	2	3	2	3	3	13
15	Hanifah Nur Azizah	2	3	2	3	2	12
16	Hilda Putri Lestari	3	2	3	5	5	18
17	Iriana Rasyida	4	5	5	5	6	25
18	Koko Christiawan	5	5	5	4	5	24
19	Mega Tri Utami	2	2	4	2	2	12
20	Miftakhil Anfika Wahyuni	2	3	2	3	3	13
21	Muhamad Yusuf	3	2	3	4	6	18
22	Niken Safitri	2	3	5	2	2	14
23	Nur Ferdiansyah	2	3	2	4	4	15
24	Puput Setyaningrum	4	5	5	4	3	21
25	Ryan Kurniawan	2	3	2	3	2	12
26	Salsa Billa Syahlia	2	2	3	2	2	11
27	Satria Andriana	2	3	3	5	5	18
28	Syafa Lintang Fadela	4	3	3	5	6	21
29	Yoga Andra Febdila	3	2	3	3	4	15
30	Yulifar Ilham Hermawan	3	2	5	4	5	19
31	Anggun Rachma C. N.	3	4	5	5	4	21

Note:

- G : Grammar
 V : Vocabulary
 M : Mechanics
 F : Fluency
 O : Organisation

**POST-TEST
RESEARCHER'S RATE**

No.	Name	Aspect					TOTAL
		G	V	M	F	O	
1	Ade Rizal Bachtiar	-	-	-	-	-	-
2	Ahmad Setyawan	4	4	4	5	4	21
3	Alfiyan Ahmad Baedhowi	3	4	3	5	5	20
4	Ardiansyah Bayu Saputra	5	5	4	4	4	22
5	Arifin Pamungkas	3	4	3	3	3	16
6	Arini Hudaya	4	5	4	5	5	23
7	Bayu Dermawan Putra	3	3	4	3	4	17
8	Difki Arzad	3	2	4	4	4	17
9	Dwi Setyaningsih	3	4	3	4	4	18
10	Estiyani Dwi Astuti	5	5	4	4	5	23
11	Fani Eko Saputro	2	2	3	3	2	12
12	Farid Fainallazi	3	4	4	5	4	20
13	Ferdian Aditya Putra	2	2	3	3	2	12
14	Fifi Wulandari	4	5	4	4	5	22
15	Hanifah Nur Azizah	5	5	4	4	5	23
16	Hilda Putri Lestari	3	5	3	4	5	20
17	Iriana Rasyida	5	5	5	5	6	26
18	Koko Christiawan	4	4	3	5	5	21
19	Mega Tri Utami	5	5	5	5	5	25
20	Miftakhil Anfika Wahyuni	4	5	3	4	4	20
21	Muhamad Yusuf	4	5	4	4	4	21
22	Niken Safitri	5	5	4	5	5	24
23	Nur Ferdiansyah	4	4	2	3	4	17
24	Puput Setyaningrum	5	5	5	4	5	24
25	Ryan Kurniawan	4	4	4	4	4	20
26	Salsa Billa Syahlia	5	5	4	5	5	24
27	Satria Andriana	4	5	4	4	4	21
28	Syafa Lintang Fadela	5	5	4	5	5	24
29	Yoga Andra Febdila	3	4	2	3	4	16
30	Yulifar Ilham Hermawan	5	5	4	4	5	23
31	Anggun Rachma C. N.	4	5	4	4	4	21

Note:

G : Grammar
V : Vocabulary
M : Mechanics
F : Fluency
O : Organisation

**POST-TEST
COLLABORATOR'S RATE**

No.	Name	Aspect					TOTAL
		G	V	M	F	O	
1	Ade Rizal Bachtiar	-	-	-	-	-	-
2	Ahmad Setyawan	5	5	4	5	4	23
3	Alfiyan Ahmad Baedhowi	4	5	2	5	6	22
4	Ardiansyah Bayu Saputra	4	5	5	4	6	24
5	Arifin Pamungkas	3	4	3	5	3	18
6	Arini Huda	4	5	5	5	6	25
7	Bayu Dermawan Putra	3	4	4	4	5	20
8	Difki Arzad	2	2	5	5	5	19
9	Dwi Setyaningsih	2	2	6	5	5	20
10	Estiyani Dwi Astuti	4	5	5	5	5	24
11	Fani Eko Saputro	3	2	2	4	2	13
12	Farid Fainallazi	3	3	5	5	5	21
13	Ferdian Aditya Putra	4	3	2	5	2	16
14	Fifi Wulandari	4	5	5	5	5	24
15	Hanifah Nur Azizah	5	5	5	5	4	24
16	Hilda Putri Lestari	3	3	5	5	5	21
17	Iriana Rasyida	5	5	6	6	6	28
18	Koko Christiawan	4	5	4	5	6	24
19	Mega Tri Utami	5	5	5	5	5	25
20	Miftakhil Anfika Wahyuni	5	5	5	5	5	25
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24	Puput Setyaningrum	4	5	6	5	5	25
25	Ryan Kurniawan	4	5	4	5	5	23
26	Salsa Billa Syahlia	5	5	5	5	4	24
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31	Anggun Rachma C. N.	4	3	5	6	4	22

Note:

G : Grammar

V : Vocabulary

M : Mechanics

F : Fluency

O : Organisation

APPENDIX I

STUDENTS' WRITINGS

1. Dwi Setyaningsih
 - a. Pre-test

Name : Dwi Setyaningsih
 Student Number : 09
 Class : VIII A

PRE-TEST
STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

I think bicycle

Evening, I with friend the break. I they bicycle and
 they and I happy. School they arrived home

b. Text 1

Name : Dwi Setyaningsih

Student Number: 09

Class : VIII^A**STUDENT'S WRITING WORKSHEET**

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

Holiday in Jakarta

Last Sunday, I and my family went to Jakarta.
We went at 7 am and we rode a car.

We arrived at 12 ~~pm~~ ^{noon}. After this, I and my family ate lunch in ~~restaurant~~ ^{restoran}. After this, we swam in swimming pool. After this, we went to house at 4 pm. After this, we went to Yogyakarta, we arrived at 9 pm. I and my family were very happy.

c. Post-test

Name : Dwi Setyaningsih
 Student Number : 09
 Class : VIII^A

POST-TEST
STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

Holiday in Beach Gua Cemara

Last week, I and best friend^{v?} Holiday in Beach Gua Cemara. we^{v?} to come together at 07.45 w.b. After that, I and best friend went^{is?} at 08.00, we rode car. After that,^{s?} Arrived in Beach Gua Cemara. we photo-Photo and ate. After that we^{went} to play. went family we^{went} to go home. I and best friend Very happy.

d. Mind Map



2. Niken Safitri
 - a. Pre-test

Name : Niken Safitri

Student Number : 22

Class : VII A

PRE-TEST
STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

Fall in Motorcycle

One day I am and my friend will go study.

b. Text 1

Name : Niken Sapitri

Student Number: 22.

Class : VIII A.

STUDENT'S WRITING WORKSHEET

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

Baron Beach

Last week, My Friend's and I had Holiday in Baron beach. In the morning we went to Baron beach From my friend's house.

At 10 a.m. ⁵² rode motorcycle For 3 hours. We arrived at 1 P.m. at Baron beach. After arrived we explored the beach and rented a boat and ^{my} dived. My friend's and I saw many chorals and Fish.

My Friend's and I were very hungry. we ate lunch and ^{having} iled down. After lunch, we went home at 4 P.m. My friend's and I were very happy.

c. Post-test

Name : Niken Saeitri

Student Number : 22

Class : VIII A

POST-TEST

STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

Holiday in Gembira Loka zoo.

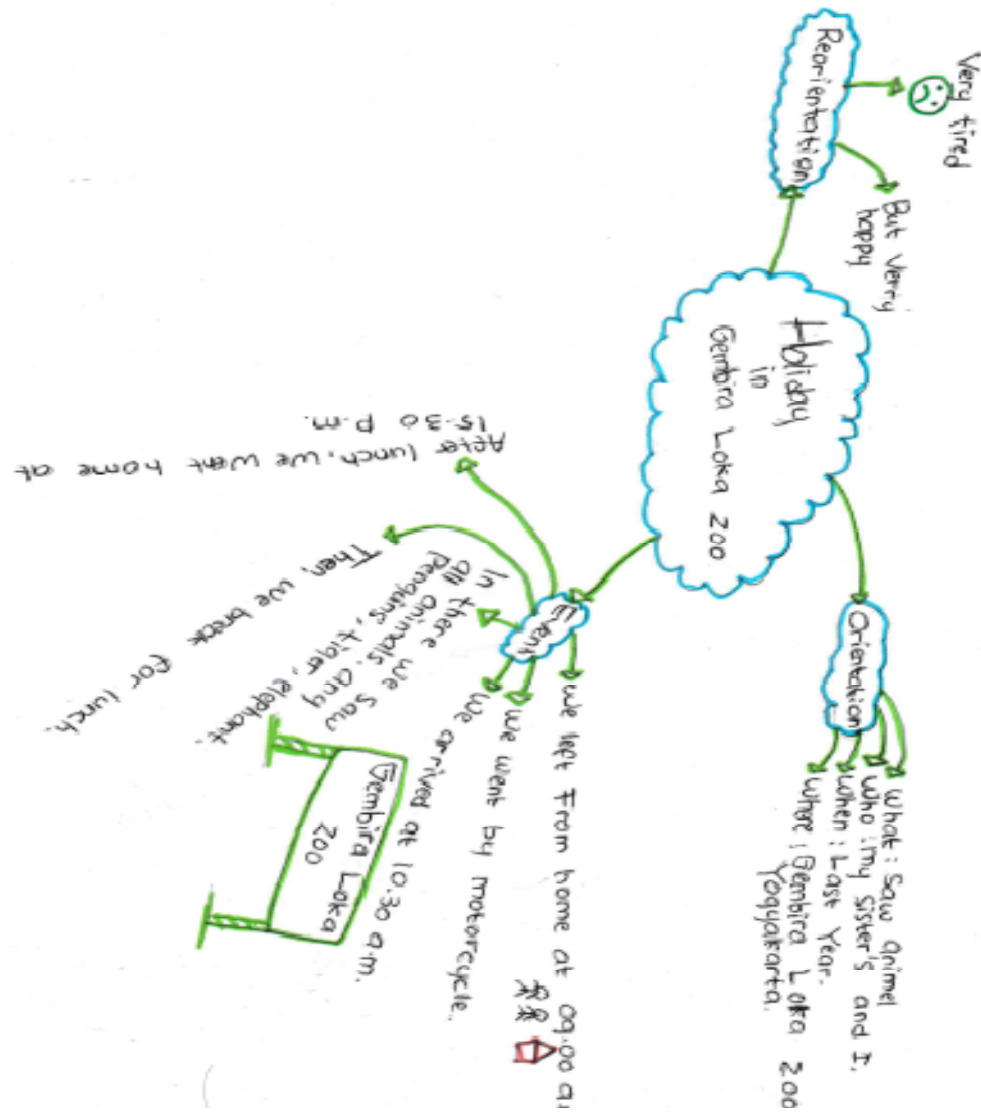
^{v?}
Last year, My sister^s and I holiday in Gembira Loka zoo in
Yogyakarta.

We left from home at 09.00 am, we went by motorcycle.

We arrived at 10.30 a.m. In there we saw all animals
^{the} any Penguins, tiger, elephant. Then, we ^{had} break for lunch.

After lunch, we went home at ³ 13.30 pm. we arrived at
⁵ 17.00 pm. Then we ^{took} take a rest. It was ^a nice day. we were
Very tired but ^{very} Verry happy.

d. Mind Map



3. Salsa Billa Syahlia

a. Pre-test

Name : Salsa Billa Syahlia

Student Number : 26

Class : 8A

PRE-TEST

STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

_____ ?
Ten ~~years~~ ~~years~~ years ago, my old four years. I am play in front in home.

b. Text 1

Name : Salsa Billa syahli a
 Student Number: 26
 Class : VIII A

STUDENT'S WRITING WORKSHEET

Write down your final version of your recount text. Write down at least ten sentences in three paragraphs on the space below.

A. Long Trip to Semarang.

Last week my family and I had trip to Semarang for holiday.
 At 5.00 Pm we went to Semarang. we went by the car.
 On the road, we stopped in minimarket for buying the foods and drink. After that we continued the trip. At 9.00 Pm, we arrived in the hotel. we stayed in hotel for one night. In the morning we went to Sam Poo Kong. Then we lunch. After lunch we walked. Then we went to home.
 This holiday in Semarang ^{was} Very tired but this experience was Very fun and happy.

c. Post-test

Name : Salsa Billa .s.

Student Number : 26

Class : VIII A

POST-TEST

STUDENT'S WRITING WORKSHEET

Write down a recount text based on your past experience. It can be your holiday or your activity. Write down at least ten sentences on the space below.

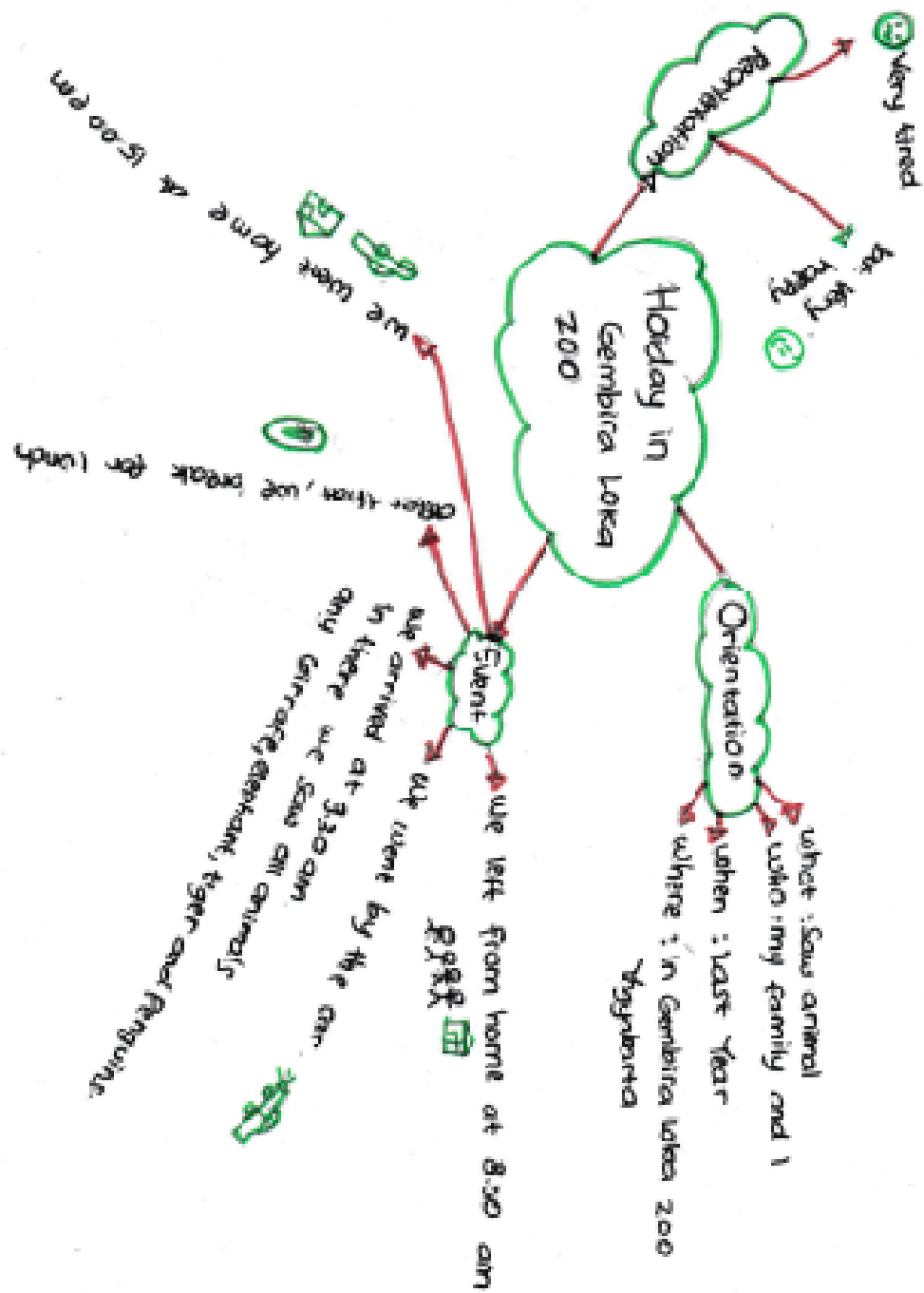
Holiday in Gembira Loka zoo

Last year, my family and I^{we} holiday in Gembira Loka zoo in Yogyakarta.

We left from home at 8.00 am, we went by the car. We arrived in Gembira Loka zoo at 9.30 am. There we saw all animals, ^{there were} any giraffe, elephant, ^{had} tiger and Penguin. We walked in zoo. After that, we ^{we} very tired and ^{had} break for lunch. Then we went home. we arrived at 16.30 pm. Then we ~~take~~ ^{took} a rest.

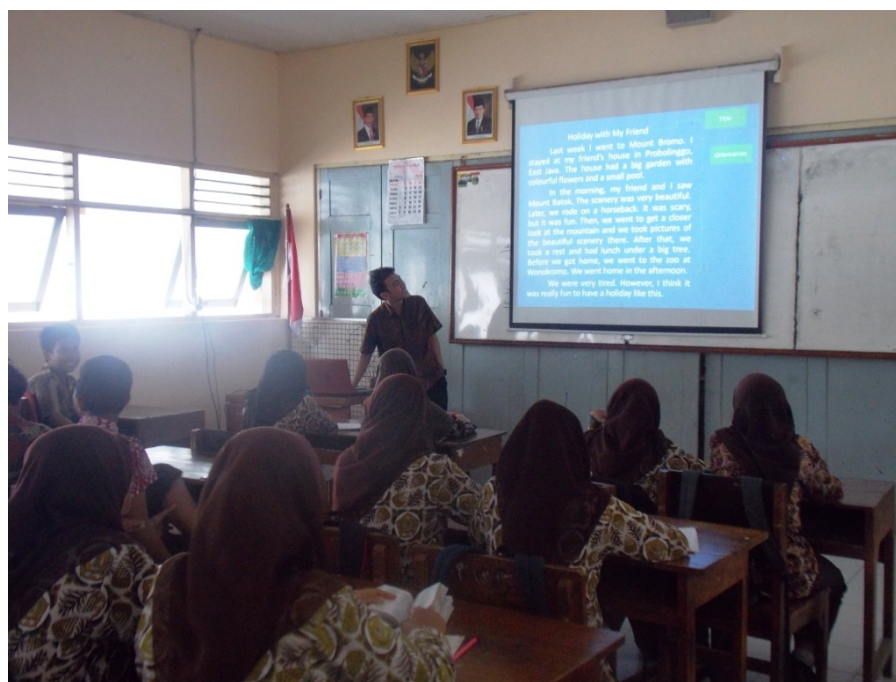
It was nice day. we ^{were} very tired but very happy.

d. Mind Map



APPENDIX J

PHOTOGRAPHS



1. The reseracher was explaining the materials.



2. One of the students was answering a question.



3. The students were doing a task in pairs.



4. The students were doing a task in groups of four.



5. The student was drawing a Mind Map.



6. The student was writing a recount text based on the Mind Map.

APPENDIX K

LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRMFBS/33-0/
10 Jan 2016

Nomor : 402a/UN 34.12/DT/IV/2016
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 22 April 2016

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

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

**USING MIND MAPPING TECHNIQUE TO IMPROVE THE WRITING SKILL OF 8TH GRADE STUDENTS AT
SMP N 4 SLEMAN IN THE ACADEMIC YEAR OF 2015/2016**

Mahasiswa dimaksud ada ah

Nama : GANANG YUDHA PRATISTA
NIM : 12202241051
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Mei 2016
Lokasi Penelitian : SMP N 4 Sleman

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

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



a.n. Dekan
Kasubag. Pendidikan FBS,

Indun Probo Utami, S.E.
NIP19670704 199312 2 001

Tembusan:
- Kepala SMP N 4 Sleman



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasarya Nomor 1 Beran, Triand, Sleman, Yogyakarta 55511
 Telepon (0274) 368800, Faksimile (0274) 868800
 Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1825 / 2016

**TENTANG
 PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/1751/2016
 Hal : Rekomendasi Penelitian

Tanggal : 25 April 2016

MENGIZINKAN :

Kepada :
 Nama : GANANG YULHA PRATISTA
 No.Mhs/NIM/NIP/NIK : 12202241051
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Bunder Purwobinangun Pakem Sleman
 No. Telp / HP : 085859394254
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING MIND MAPPING TECHNIQUE TO IMPROVE WRITING SKILL
 OF 8TH GRADE STUDENTS AT SMP N 4 SLEMAN IN THE ACADEMIC
 YEAR OF 2015/2016**
 Lokasi : SMP N 4 Sleman
 Waktu : Selama 3 Bulan mulai tanggal 25 April 2016 s/d 25 Juli 2016

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Sesudah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 25 April 2016

a.n Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan. Bappeda Kab. Sleman
4. Camat Sleman
5. Kepala UFT Pelayanan Pendidikan Kec. Sleman
6. Ka. SMP N 4 Sleman
7. Dekan FBS UNY
8. Yang Bersangkutan



ERNY MARYATUN, S.IP, MT

Penyidik/4



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 4 SLEMAN**

Alamat : Jl. Turi Km 3 Trimulyo, Sleman Telp. 869247 Pos 55513

SURAT KETERANGAN

Nomor : 422/092

Yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Sleman menerangkan bahwa :

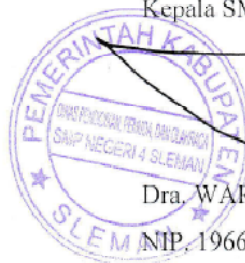
Nama : GANANG YUDHA PRATISTA
NIM : 12202241051
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Program/Tingkat : S1
Instansi/Perguruan tinggi : Universitas Negeri Yogyakarta
Alamat Instansi Perguruan Tinggi : Jl. Colombo No. 1 Yogyakarta

Telah mengadakan Penelitian untuk Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS) di SMP Negeri 4 Sleman mulai April – Mei 2016 dengan judul Using Mind Mapping Technique Improve The Writing Skill Of 8TH Grade Students At SMP N 4 Sleman In The Academic Year Of 2015/2016.

Demikian Surat Keterangan ini agar dapat dipergunakan sebagaimana mestinya.

Sleman, 15 Juni 2016

Kepala SMP Negeri 4 Sleman



Dra. WARIH JATIRAHAYU, M.Si

NIP. 19660402 199003 2 008