

**IMPROVING WRITING ABILITY OF THE SEVENTH GRADE  
STUDENTS OF SMPN 3 NGAGLIK THROUGH THE USE OF  
MIND MAPPING TECHNIQUE**

A Thesis

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



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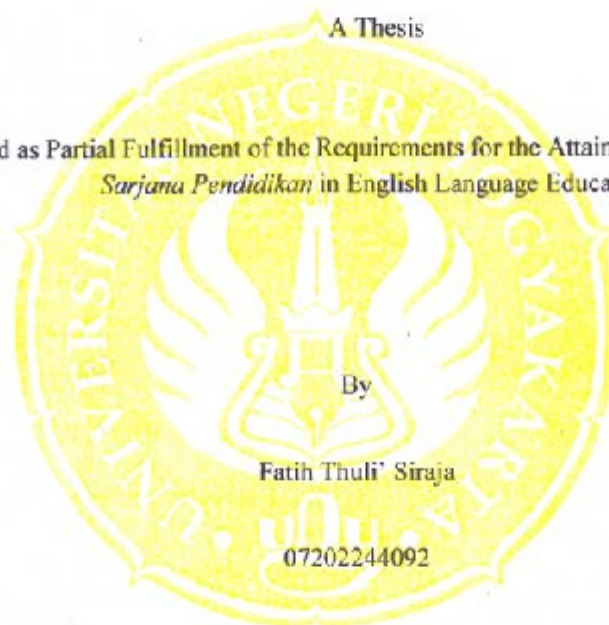
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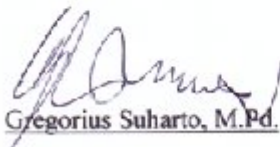
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THE DICTOGLOSS TECHNIQUE AT CLASS VIII D OF  
SMP NEGERI 3 NGAGLIK IN THE ACADEMIC  
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah 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.

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## DEDICATION

*I lovingly dedicate this thesis to my beloved mother and my beloved father.*

MOTTOS

***“Manjadda Wajada”***

*Always do anything seriously to get what we want*

***“Seng sopo wonge mikir nasibe wong tuo,  
nasib awake dewe bakal ditoto Gusti Pangeran”***

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Finally, the writer realizes that this thesis is far from being perfect so that he invites all critical comments. However, he hopes that the thesis would give worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, 3 December 2012

The Writer



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# **IMPROVING WRITING ABILITY OF THE SEVENTH GRADE STUDENTS OF SMPN 3 NGAGLIK THROUGH THE USE OF MIND MAPPING TECHNIQUE**

By  
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## **Abstract**

This study is an action research in nature that is aimed to improve the writing ability of grade VIIID students of SMPN 3 Ngaglik through the use of mind mapping technique. It is expected that the mind mapping can be used to improve the students' writing ability in SMPN 3 Ngaglik, especially at grade VIIID.

This research consisted of two cycles. In doing the research, the researcher involved 36 students of grade VIIID, one English teacher as the collaborator and the researcher himself. The data were obtained from the observation during the implementation of the actions, interviews with the students of grade VIIID, discussion with the collaborator and students' writing tasks. The data were in the form of interview transcripts, and students' tasks. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, and dialogic validity.

The result of this study shows that the use of mind mapping technique is believed to be effective to improve students' writing ability. Students' writing problems can be reduced by applying the mind mapping technique. Using mind mapping technique facilitates the students to be able to find ideas related to the topic they want. Then they can make the ideas into good sentences in the form of simple present tense. The last they can arrange the sentences into good descriptive paragraph. It provides feedbacks that facilitate them in the writing aspects, namely content, organization, language use, vocabulary and mechanics. In reference to the students' writing scores, the students' ability in five aspects of writing improved after the mind mapping technique was applied. Students' gain score from Task 1 to Task 3 in the content aspect is 7.93, in the mechanics aspect is 1.59, in the language use aspect is 6.04, in vocabulary aspect is 4.03, and in the organization aspect is 5.04.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Recently, English is taught to students of elementary school as a local content subject, because English plays an important role in the process of modernization as an international language. It is used by most of people in the world, in both written and oral communication.

In language teaching, the purpose of teaching English is to master the four skills such as listening, speaking, reading and writing. Writing is a skill that is required in written communication. The skill is an essential part in our society, because through writing, people can learn anything. It is a process of discovering and organizing ideas, putting them on papers, and also revising them. It means that writing is an efficient communication tool in modern communication to reinforce other language skills.

Basically, writing skill has many contributions for our life. People can use writing in many cases such as for studying, teaching, and communicating. It is as a written communication. Moreover writing skill is productive and expressive activity that is used by most people in the world. Through written communication, people can express their ideas, thought, experiences, wishes, desires, etc to convey a specific purpose. The purpose of writing is to give information by writing it down. However, to get our meaning strong, interesting, and clear for the reader,

this skill must be improved by practicing a lot. And also we can make a habit of writing to develop this skill.

In the field of education in Indonesia, writing in English is the one of the compulsory skills. It has been taught from junior high school up to university level. Why the teacher teaches writing, because it is a basic language skill.

In the context of teaching English as a foreign language, writing has an important role. As a vehicle of thought, writing is obviously required by curriculum and students are expected to write. It plays an important role in the development of thinking. However, although English is taught for many years at school, students' writing skill in English is still unsatisfactory. It might be caused by the different elements between the two languages (Indonesia and English). The different elements are differences in grammatical pattern, vocabulary items, spelling, etc.

As one of the four language skills, writing skill is considered as the most difficult skill. Richards and Renandya (2002:303) state that writing is the most difficult for learners to master. As a skill, writing is not an easy and spontaneous activity, so students need to practice it regularly. It requires an extra effort, because a writer is forced to concentrate on the meaning of ideas or intended message. It is very important for students to think and plan what ideas will be written and how to write them. So the act of writing is based on the writer's experience and knowledge.

Therefore, it is the reason why writing competence is accepted as the last language skill. It is very difficult, because writing is a complex process which

involves several levels of activities. In writing, the person who is addressed does not come physically, so there is no interaction between the writer and the reader directly. Eventhough writing is a difficult language skill, the skill is needed for students in learning process. It is the challenge for the teacher in teaching process.

In writing activity, many students still have difficulties in writing because of the lack of grammar. The students should use correct words and manage the structure to become right sentences. Written statements should be constructed carefully to ensure that the meaning is clear.

Moreover students should be able to organize and develop their ideas, arrange and write right sentences in order that the reader will be able to understand the content of writing easily. However, most students do not experience in the process of writing such as generating ideas, drafting, revising, and editing. In conclusion, writing is the most difficult skill that learners of any foreign language may face, not to mention grade VIID students of SMPN 3 Ngaglik

Many grade VIID students of SMPN 3 Ngaglik still had difficulty in writing English in terms of generating and developing their ideas and mastering grammar. In School-Based Curriculum, the teaching learning process of English is based on genres (text types). One of the genres is descriptive. It was considered new for students. The students of SMPN 3 Ngaglik had the difficulty of writing descriptive text. The problems were related how to generate and organize ideas and also to write correct sentences in simple present tense.

The problems above were based on the first observation in class, the researcher found that there were some students who were active and the others had low motivation. When the students were asked to write, they spent time before they started to write, because they were confused what to begin. The students did not know how to make good writing, such as generating ideas, revising, and editing the draft. As if the teaching of writing did not provide students with a real writing situation. Therefore, the result is not satisfied if the problem above is not solved.

In this case, the teacher needs a technique that can help students to generate, develop, and organize their ideas in good writing. It is the teacher's obligation in the English teaching and learning process to choose the appropriate technique in teaching writing. By doing so, the students' problems are going to be solved and students' writing ability is believed to improve.

This study tries to find out an alternative solution to improve teaching and learning process of writing. Therefore, through this study the researcher proposed a new technique that is by applying mind mapping technique in teaching learning process of writing.

Basically, mind mapping is synonym of clustering. It is one of the prewriting techniques. It is one of the powerful techniques which can help students generating and organizing ideas into word map that consists of topic, main ideas, and supporting ideas. By using mind mapping, students are encouraged to create as many ideas as they can. It is used to classify, structure, and generate ideas.

Blanchard and Root (2003:42) state that clustering is another prewriting technique that it is visual way of showing how your ideas are connected using circles and lines. Steele (2004:1) describes mind mapping as a diagram used for linking words and ideas to a central key word. In conclusion, mind mapping is a way of organizing ideas about a particular topic, in order that the relationship among the various sub-topics can be seen visually. It works well as prewriting techniques since its visual design can make students to see the relationship between ideas.

By considering the characteristics of the technique above, the researcher and the collaborator believe that mind mapping is appropriate technique for students in teaching writing to improve their writing ability in descriptive text. So the researcher conducted a classroom action research in collaboration with the teacher.

Using the appropriate effective technique in teaching learning process is the answer.

## **B. Identification of the Problem**

In the section about the background of the problem above, it is already stated that the researcher found that the students' ability in writing is still low. They also still had difficulties in arranging sentences or in using an appropriate tense. Besides, the students tend to be passive in the teaching and learning process of writing.

There are several factors that can be studied about improving students' writing ability in making descriptive text in teaching and learning English. They are the teacher, students, and process. The factors are as the following:

#### 1. The teacher

The success on the English teaching learning process at school depends on the teacher, because the teacher is the key figure in the classroom. If the teacher does not use appropriate technique in teaching learning process, students will not achieve the objectives well. An appropriate teaching technique can improve the students' motivation to learn so that they will not feel bored with the subject matter. It will also make the students able to attend the teaching-learning process so that they can be good students in the learning process. One of the teaching techniques which is appropriate to teach writing is the mind mapping technique.

On the other hand, the teacher should plan and modify the learning material for students and use the media optimally. It determines the interest and motivation of the students in learning, because a good learning material will give some stimulus to the students' learning and support them in thinking.

#### 2. The students

They are state minimum students. They had low vocabulary, grammar and spelling. Students were bored in English teaching and learning process, so they had low motivation and interest. It made students passive or made their participation in learning low. Moreover, at the end of the lesson students did not feel the benefit of lesson yet.

### 3. The process

The problems related to the process were classroom activities and interaction. The teacher dominated the activity, so time allocation for students was low. It means teacher-centered. By monotonous way, low interaction and participation made students bored in English teaching and learning process.

### **C. Problem Limitation**

Based on the identification of the problem above, it can be said that there are some factors that can be studied about improving students' writing ability. The problem in this research was limited on the strategy of the teacher in the classroom activity to improve writing ability of grade VIID students of SMPN 3 Ngaglik in descriptive text through the use of mind mapping technique. The researcher decided to solve that problem because based on the preliminary class observation; the teacher had difficulties in teaching writing. Besides, the students had low ability in writing. They had low ability in using an appropriate tense and did not pay attention to spelling. Their class was the most minimum state class at the school. Then, the reason in using the mind mapping technique is because it has some steps in the teaching and learning process which help the teacher in teaching writing. This technique also promotes cooperative learning which helps the students to give their contribution to the teaching-learning process.

#### **D. Problem Formulation**

Based on the background and identification of the problem, the researcher formulates the problems of this research as the follows:

1. How can the use of mind mapping technique improve the students' writing ability in grade VIID of SMPN 3 Ngaglik?
2. Why does the use of mind mapping technique improve students' writing ability in grade VIID of SMPN 3 Ngaglik?

#### **E. The Objectives of the Study**

The objectives of the reserach were to:

1. Explain how the implementation of mind mapping technique can improve the students' writing ability in grade VIID of SMPN 3 Ngaglik.
2. Find out why the use of mind mapping technique improves students' writing ability in grade VIID of SMPN 3 Ngaglik.

#### **F. The Significance of the Study**

There are the expected benefits of the research that could be acquired from the study. Generally the advantages of the study are to give information concerning the technique to improve teaching and learning process for students' writing ability. The results of the study are as follows:

1. For the researcher himself, the result of the research can develop his mind through the problem-solving process of writing ability and be a valuable experience related to his knowledge in research on education.

2. For English teachers of SMPN 3 Ngaglik, the result of the research can be used as a guidance to implement the mind mapping technique to teach writing.
3. For other teachers, the result of the research can be used as a model in improving the students' writing ability.
4. For the English Department, the result of the research can be a reference related to improving students' writing ability.
5. For other researchers, the result of the research can be used as a reference and information to conduct a further research in teaching writing.

## **CHAPTER II**

### **THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents theories underlying this research. The discussion of this chapter is divided into three main parts. Those are a theoretical review, relevant studies and conceptual framework. In the theoretical review, the researcher discusses writing, teaching writing, teaching writing in junior high school and mind mapping technique. In relevant studies, the researcher discusses the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

#### **A. Theoretical Review**

This section discusses some relevant theories which are related to the study. Those are divided into four parts. They are writing, teaching writing, teaching writing in junior high school and mind mapping. The discussion of each part will be presented as the following.

##### **1. Writing**

###### **a. Definition of Writing**

Actually studying English as a foreign language cannot be separated from its macro skills. They are listening, speaking, reading, and writing. They cannot be separated because they are basic skills. All of those macro skills have their own difficulties to be mastered. Reading and listening are the accepting skills while speaking and writing is the productive skills. Harmer (2001:79) states that writing

is a basic language skill just as important as speaking, listening and reading. However, as a one of the skills, writing skill is the most difficult skill.

Language learners already know that there are two skills that are included in productive skills, i.e. writing and speaking. Brown (Weigle, 2002: 15) provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. However, in this chapter the researcher only presents some of them.

The first term is permanency. In this term, oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes. The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation. The next term is distance which explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact. The last is formality in which writing tends to be more formal than speaking.

The other differences between writing and speaking are also proposed by Emig (McDonald & McDonald, 2002: 47). He mentions that writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component. It is not only for their academic practice but also later in their professional life.

Writing is an essential part in society, because through writing people are able to learn anything. People cannot imagine how world will be without books or printed materials. Knowledge, science, and technology will not develop. Basically, there are many definitions or ideas related to writing and understanding what writing is about.

Writing is a mean of communication. It is one of the productive skills that involves producing language rather than receiving a language. Writing skill is the ability to make statements or sentences by writing systematically, clearly, and exactly. Writing is an active and also purposeful process to make readable text that uses a system of written symbols for thinking and communicating. Based on the Oxford Advanced Learner's Dictionary (Hornby, 1987: 1383), writing is the activity or occupation of writing e.g. books, stories or articles. It means that writing is a way of expressing or feeling ideas, experiences, etc for conveying a specific purpose through writing its self. The purpose of writing is to give information by writing it down.

Although writing skill can give people many benefits such as describing something, persuading someone, and giving information, writing is very difficult skill. Writing is difficult and not an easy skill to be mastered. Many learners think that writing is the most difficult skill to be mastered. The skill is difficult, because the writer is acting on the reader through and with words and symbols. Richards

and Renandya (2002: 303) state that writing is the most difficult skill for learners. The difficulty of writing is not only in generating and organizing ideas, but also in translating these ideas into readable text. Writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

Related to the previous problems found, there some solutions suggested. Harmer (2002: 253) offers some solutions to those problems of writing. The first is choosing interesting topics. The second is creating interest in the topic. The teacher can create interest by talking about the topic and communicating enthusiasm. The teacher can have the students discuss the topic in groups or the teacher can ask the group if anyone knows anything about the topic and can tell the others about it. The teacher can ask students to think about what they might say or write and give them opportunities to come up with opinions about the topic before the activity starts.

The third is activating schemata. Even though students are interested in a topic, they may find difficulties to take part if they are unfamiliar with the genre that the task asks them to work in. So the teacher should give them time to do things like discussing what happens in interviews.

The fourth is varying topic and genre. Variety is not only applied to the activities that the teacher asks students to be involved in, but it is also important to vary the topics that the teacher offers them.

The last is providing necessary information. When the teachers plan a writing task, they need to ask themselves which bits of information are essential for the task to be success and then give that information to the students before they start.

In conclusion, writing is a process in which the writer discovers, organizes, and communicates his or her thought to the readers by using words and symbols which are put together in the written form that is readable text. It is known that writing skill is considered as the most difficult skill to be mastered. Richards and Renandya (2002: 303) state that there is no doubt that writing is the most difficult for learners to master. Therefore, it is necessary for them to start with understanding the process of writing.

### **b. Writing Process**

A good writer needs to have a series way to make him or her easy to write. The writer needs the writing process since it can help the writer to organize his or her thoughts, it can help the writer to use his or her time productively and efficiently, and it can help the writer to avoid frustration. In general, the writing process covers three stages, namely prewriting, writing, and revising as what Blanchard and Root (2003: 41) state that writing is a process involving several steps. They are prewriting (thinking about the topic and organizing the ideas), writing (using the ideas to write a first draft), and revising (improving what have written).

The first is prewriting. It is used to discover and organize the ideas. The second is writing. It is used to develop a topic into a good paragraph. The last one is revising which is used to revise the draft and to do proofreading. Using each step of the writing process, the writer will feel as if he is developing and focusing his ideas, shaping them into words, and making a point that will interest the reader.

A writer needs to know the process of writing, because a good writer should plan, rearrange, revise, and reread the draft before producing final product or finished composition. It is a form of thinking process that begins with an idea and ends with a completed writing.

In the teaching and learning process, the writing process exposes the students to activities of writing. The teacher provides a sequence of activities for students to generate and organize the ideas to be written, make a draft, and edit their work before the final product.

Blanchard and Root (2003: 41) state that writing is a process that involves several steps. Step one is prewriting. Prewriting is thinking about the topic and organizing the ideas. Step two is writing. Writing is using the ideas to write a first draft. Step three is revising. It is improving what the writer has written. Each step of the writing process will be illustrated in the following sections:

#### 1) Prewriting

Prewriting is the first step in the writing process. Before someone writes a topic, he or she needs to think about what he or she knows and wants to say. It is

coming up with his or her topic. The purpose of prewriting is to produce as many ideas as possible. Blanchard and Root (2003: 41) state: "Prewriting is the thinking, talking, reading, and writing you do about your topic before you write a first draft." From the statement above, it can be concluded that prewriting is a way of warming up our brain before we write that consists of two activities, namely thinking and organizing ideas. It means that before someone writes a topic, he or she needs to think what he or she knows and wants to write.

There are several ways to warm up before writing. They relate to brainstorming and clustering. Brainstorming is getting our ideas on paper. Blanchard and Root (2003: 41) state that brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to choose the topic to brainstorm and to make a list of as many ideas as possible without worrying about how we will use them. The list can include words, phrases, sentences, or even questions. Blanchard and Root (2003: 41) state that brainstorming has five steps. There are:

- a) Begin with a broad topic
- b) Write down as many ideas about the topic.
- c) Add more items to our list by answering the questions *what, how, when, where, why, and who*.
- d) Group similar items on the list together.
- e) Cross out items that do not belong.

Then, clustering is another prewriting technique. It is a visual way of showing for mapping out ideas. It is the technique that researcher will use in this research. Blanchard and Root (2003:42) state that clustering is a visual way of

showing how ideas are connected using circles and lines. Clustering has five steps. They are as the following:

- a) Write the topic in the center of a blank piece of paper and draw a circle around it.
- b) Write any ideas that come into our mind about the topic in circles around the main circle.
- c) Connect these ideas to the center word with a line.
- d) Think about each of our new ideas, write more related ideas in circles near the new ideas, and then connect them.
- e) Repeat this process until we run out of ideas.

## 2) Writing the First Draft

After thinking about the topic and doing the necessary prewriting, the next step in the writing process is writing paragraph. Writing the first draft is the second step in the writing process. It is the second component of writing process after coming up with a topic. It is about writing the first draft of paragraph by using the ideas generated from prewriting as a guide.

After the writer generates and organizes the ideas, he or she prepares to write the first draft. Writing is the part of the writing process in which the writer composes sentences in the paragraph form to produce the first draft. During this stage, the writer writes ideas without worrying about grammar, spelling, or other mechanical errors. In writing the first draft, the writer should work from the list of ideas and it is not concerned with grammar, spelling, or punctuation. However, the writer should focus on expressing and developing each idea fully. Fitzpatrick (2005: 11) state that writing a first draft is to get as many of ideas as possible on

paper and it is not a perfect, polished paper. It means that the writer should concentrate on communicating content or meaning of his writing to the reader.

Writing has five steps based on Blanchard and Root (2003: 43). They are as the following:

- a) Begin with a topic sentence that states the main idea.
- b) Include several sentences that support the main idea.
- c) Stick to the topic. Do not include information that does not directly support the main idea.
- d) Arrange the sentences so that the order of ideas makes sense.
- e) Use signal words to help the reader understand how ideas in paragraph are connected.

### 3) Revising

Revising is the last step in the writing process. It is a process of reviewing the ideas. The writer tends to view revising as a process of altering word choices and correcting spelling errors. The revising process may involve the changes such as clarification, reorganization of paragraphs, the omission of unneeded information, the addition of supplemental information, or the strengthening the introduction or conclusion. Fitzpatrick (2005: 13) says

“All writers revise, or rewrite, to improve their writing. Even experienced writers cannot produce good writing in just one attempt; sometimes it takes many drafts. Students usually need to write about three drafts in order to produce a piece of writing that is complete, clear, and correct.”

Blanchard and Root (2003: 44) state that it is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After

completing the first draft, the next step is looking for ways to improve it. This step is called revising. When a writer revises paragraph, he or she can do the following:

- a) Make sure we have a topic sentence.
- b) Add new ideas to support the topic.
- c) Cross out sentences that do not support the topic or relate to the main idea.
- d) Change the order of sentences.
- e) Make sure we have included signal words to help guide the reader.
- f) Check the punctuation, spelling, and grammar.

In addition Fitzpatrick (2005) proposes tips for revising, as the following:

- a) After you have written the draft, set it aside for a few hours or days.
- b) Look at your draft often. Do not afraid to cross words out or add new ideas. The more often you read and revise your work, the better it will be.
- c) Keep the paper you are working on in a special folder. Taking special care of your work can help you become a more successful writer because it makes you feel proud of your work.

In other words, revising means that to make some changes to improve the draft by adding, deleting, or rearranging ideas into the most effective order. Here, the writer makes the decisions to give the best expression to his ideas. The key to revise is the clear communication of ideas from the writer to the intended reader.

## **2. Teaching Writing**

### **a. Teacher's Role in Writing**

Harmer (2004: 41-42) states that there are a number of tasks that the teacher needs to perform in writing classroom in order to help students to be the better writers. They are as the following:

#### 1) Demonstrating

The teachers should be able to draw such features like writing conventions and genre constraints in specific type of writing to get students' attention. And in whatever way, students are made aware of layout issues or the language used to perform certain written functions. For example, the important issues are that they are made aware of these things – that these things are drawn to their attention.

#### 2) Motivating and provoking

The teacher should be able to help the students' motivation into having ideas, enthuse them with the value of the task, and persuading them what fun it can be in order to make students keep going on the writing task. It can help, for example, if the teachers go into class with prepared suggestions so that when students get stuck, they can immediately get help rather than having, themselves, to think of ideas on the spot.

### 3) Supporting

The teachers need to be very supportive when students are writing in the class, it is very available (except during exam writing). And also they need preparation to help students overcome difficulties.

### 4) Responding

When responding, the teachers have to react to the content and construction of a piece supportively and often make suggestions for its improvement. When the teachers respond to a student's work at various draft stages, they will be not judging the students' work as a finished product, but they will be telling students how well it is going so far.

### 5) Evaluating

When evaluating the students' writing, the teachers can indicate where they write well and where they make mistakes in writing. And then when the teachers hand back marked scripts, teachers can get students to look at the errors they have and try to put them right.

Those five roles should be done by the teacher in teaching writing. The teacher should maximize his or her roles in the writing class so that his or her students' writing skill can be improved optimally and they will become better writers.

On the other hand, there are a number of stages that the teacher needs to perform in writing classroom in order to help students in learning process. Feez and Joyce (1998: 27-32) state that the teacher needs to do the following stages:

a) Building Knowledge of the Field

This stage is important because it is the point at which overall knowledge is built and developed. The role of the teacher is eliciting students' knowledge about the text type and exploring their grammar and vocabulary related to the text type.

The activities might use visuals and focus on vocabulary or grammatical pattern to built context. The first stage is the most important cycle in which both the teacher and the students share knowledge. The teacher needs to return to this stage as preparation for the introduction of the text related to the topic.

b) Modeling

Modeling is a second stage in teaching cycle. This stage involves introducing the learners to a model of the genre. The teacher and students discuss and explore a model text related to the topic. The purpose is to lead students on features of the target genre, so they can analyze and manipulate the text to equip them with knowledge to produce the target of text.

### c) Joint Construction

At this stage, the teacher and students collaborate to construct a similar text. The teacher first assesses the extent of the students' knowledge and understanding of the text and provide guidance through questions and elicitation and by giving the model of the writing process. The teacher's role is a facilitator for shared writing activities to explore and develop the text until the students can work independently.

### d) Independent Construction of Text

At the last stage, students are supposed to be ready to construct the text independently. It is necessary for teacher to review earlier stages to apply what the students have learnt so that they can plan and create their own text by themselves. The role of the teacher is to give comment and advice when necessary.

## **b. Techniques of Teaching Writing**

There is no doubt that writing is the most difficult skill for language learners to master. The teachers should know and understand the appropriate approach or technique that can be used in teaching writing so that the learners are easily able to produce a good writing.

At the beginning of a lesson, the teacher makes sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as

they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

In teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively. The important thing of teaching writing is guiding and facilitating students to work. This is supported Brown (2007: 8) who proposes that “teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning.

When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers’ ability of how to teach writing effectively which can make students’ ability improved.

### **c. Designing Writing Technique**

In teaching writing there is a number for designing writing techniques. Brown (2001:346) states that there is a number of designing writing techniques. They are:

- 1) Incorporate practices of “good” writers.

Good writers focus on a goal or main idea in writing, perspective gauge their audience, spend some time (but not too much) planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they

write, solicit and utilize feedback on their writing, are not weeded to certain surface structures, revise their work willingly and efficiently, patiently make as many revisions as needed.

## 2) Balance process and product

Writing is a composing process and usually requires multiple drafts before an effective product is created. The teacher makes sure that students are carefully led through appropriate stages in the process of composing and makes students see that everything leading up to this final creation was worth the effort.

## 3) Account for cultural/ literary backgrounds

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

## 4) Connect reading and writing

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

5) Provide as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity.

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

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways: reading (extensively) a passage, skimming and/ or scanning a passage, conducting some outside research, brainstorming, listing (in writing—individually), clustering (begin with a key word, then add other words, using free association), discussing a topic or question, instructor-initiated questions and probes, and freewriting.

The drafting and revising stages are the core of process writing. There are several strategies and skills apply to the drafting/ revising process in writing: getting started (adapting the freewriting technique), “optimal” monitoring of one’s writing (without premature editing and diverted attention to wording, grammar, etc.), peer-reviewing for content (accepting/ using classmates’ comments), using the instructor’s feedback, editing for grammatical errors, “read aloud” technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc.), and proofreading.

It is known that there are some techniques for writing. One of them is mind mapping technique. It is one of prewriting techniques. Some writers call this technique as clustering or diagramming. It is synonymous of mind mapping.

#### **d. Micro Skills of Writing**

The writing skill has micro skills. According to Brown (2001), micro skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word other patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the cocommunicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **3. Teaching Writing in Junior High School**

#### **a. Objectives**

Teaching writing for students of junior high school is one of the important things that has to be done well, because English is one of the compulsory subjects that has to be taught for students of SMP level. English learning in SMP is

supposed to make students reach the functional level that is to communicate written and orally. The teaching writing is based on the School-Based Curriculum. A set of teaching activities has been listed in the curriculum. The materials are based on Competence Standards (SK) and Basic Competence (KD) including a short functional text and short essay or kinds of text in the form of descriptive, procedure, narrative, report and recount. The short functional text is to interact with people around them such as shopping list, advertisements, announcements, greeting cards and instructions.

#### **b. Techniques of Teaching Writing in Junior High School**

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2007: 8) who proposes that “teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers’ ability of how to teach writing effectively which can make students’ ability improved.

Kimble and Garmezy in Brown (2000: 7) state that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide

students with knowledge of writing, and make students understand how to write effectively.

In School-Based Curriculum, teaching English at Junior High School emphasizes on the four language skills (listening, speaking, reading, and writing). Among the four skills, writing is the most difficult skill to teach, because writing does not only need some stages but it also covers the grammar, spelling, punctuation, written expression, making sentences and paragraphs and text model.

### c. Materials for Writing at Junior High School

In this study, the materials which were given to the students were based on the standard of competence of the School-Based Curriculum. The standard of competence for writing at junior high schools in the second semester is presented below.

Table 1: Standard of Competence and Basic Competence of Writing

Standard of Competence	Basic Competence
<p><b>Writing</b> 12. Students are able to express meaning in a written functional text and a simple short essay in the forms of descriptive and <i>procedure</i> to interact with their closest environment.</p>	<p>12.1. Students are able to express meaning in the form of a short functional text (greeting card, thing list, and message) by using written language accurately, fluently, and appropriately to interact with their closest environment. 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their closest environment in the forms of descriptive and procedure.</p>

Based on the table above, it can be concluded that in the second semester the materials for writing are about short functional, descriptive and procedure texts. Due to the materials in the curriculum, the researcher decided to teach about descriptive texts in this research. The materials were taken from course book which was used by the school. Therefore researcher used appropriate technique that can help students to improve their writing skill. The technique is mind mapping.

#### **4. Mind Mapping Technique**

##### **a. Definition of Mind Mapping Technique**

Mind mapping is synonymous of clustering. It is one of prewriting techniques. Blanchard and Root (2003:42) state that clustering is another prewriting technique that it is visual way of showing how your ideas are connected using circles and lines. According to Kanar (1998:21), mind mapping is one of prewriting strategies that can help students gather and organize evidence to support a topic and provided a visual representation of ideas. It is one of the powerful techniques which can help students generating and organizing ideas into word map that consists of topic, main ideas, and supporting ideas. By using mind mapping, students are encouraged to create as many ideas as they can. It is used to classify, structure, and generate ideas.

This is a technique to generate and organize ideas into word map based on the word categories by using a diagram that consists of topic, main ideas, and supporting ideas. Steele (2004:1) describes mind mapping as a diagram used for linking words and ideas to a central key word. It is a network of interrelated

words and phrases which are connected to one another and to a central topic to show relationship among them. It can lead the students to activate what they already know about the topic to be written and draw it in the form of meaningful mapping.

In conclusion, mind mapping is a way of organizing ideas about a particular topic, in order that the relationship among the various sub-topics can be seen visually. It works well as prewriting techniques since its visual design can make students to see the relationship between ideas.

It is one of the excellent techniques for generating and developing ideas in writing. It is the visual relationship between sub points and components of an idea. In mind mapping, students do not need to complete the ideas, but concentrate on the ideas related to the topic that is to be written.

#### **b. Roles and Application of Mind Mapping Technique**

Mind mapping might be presented in different ways. Generally, there are four steps to do the technique. First, write the central topic in the center of the page. Then, write subtopics around the central topic, and connect them to the central topic with lines. Next, add some supporting details as new branches of subtopics. Finally, write some phrases to develop the mapping.

According to Blanchard and Root (2003: 42), there are five steps to cluster as the following:

- 1) Write the topic in the center of a blank piece of paper and draw a circle around it.

- 2) Write any ideas that come into our mind about the topic in circles around the main circle.
- 3) Connect these ideas to the center word with a line.
- 4) Think about each of our new ideas, write more related ideas in circles near the new ideas, and then connect them.
- 5) Repeat this process until we run out of ideas.

The following figure describes an example of mind mapping technique and how to mind mapping works for prewriting activity.

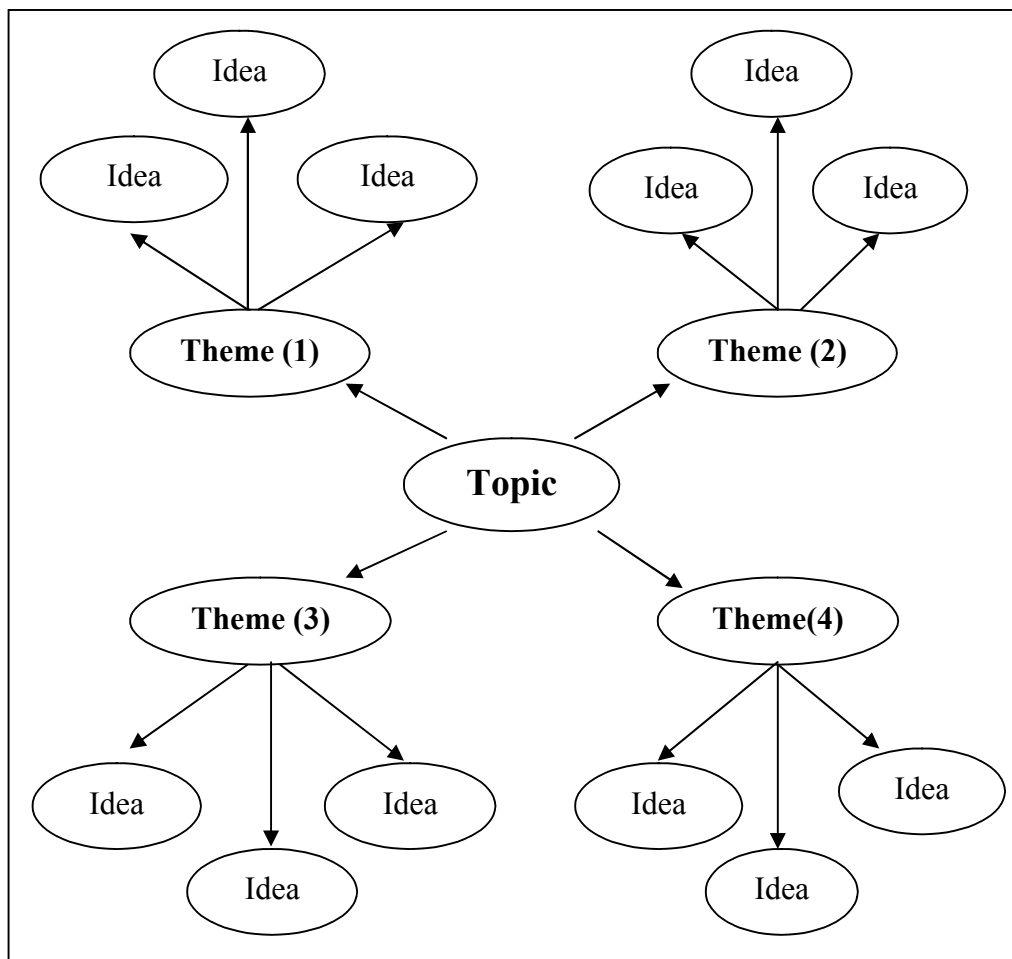


Figure 1: **Mind Mapping developed by Thompson**

(source: Thompson, 1994: 33)

The following figure describes an example of mind mapping of “TV commercials” to how mind mapping works for prewriting activity.

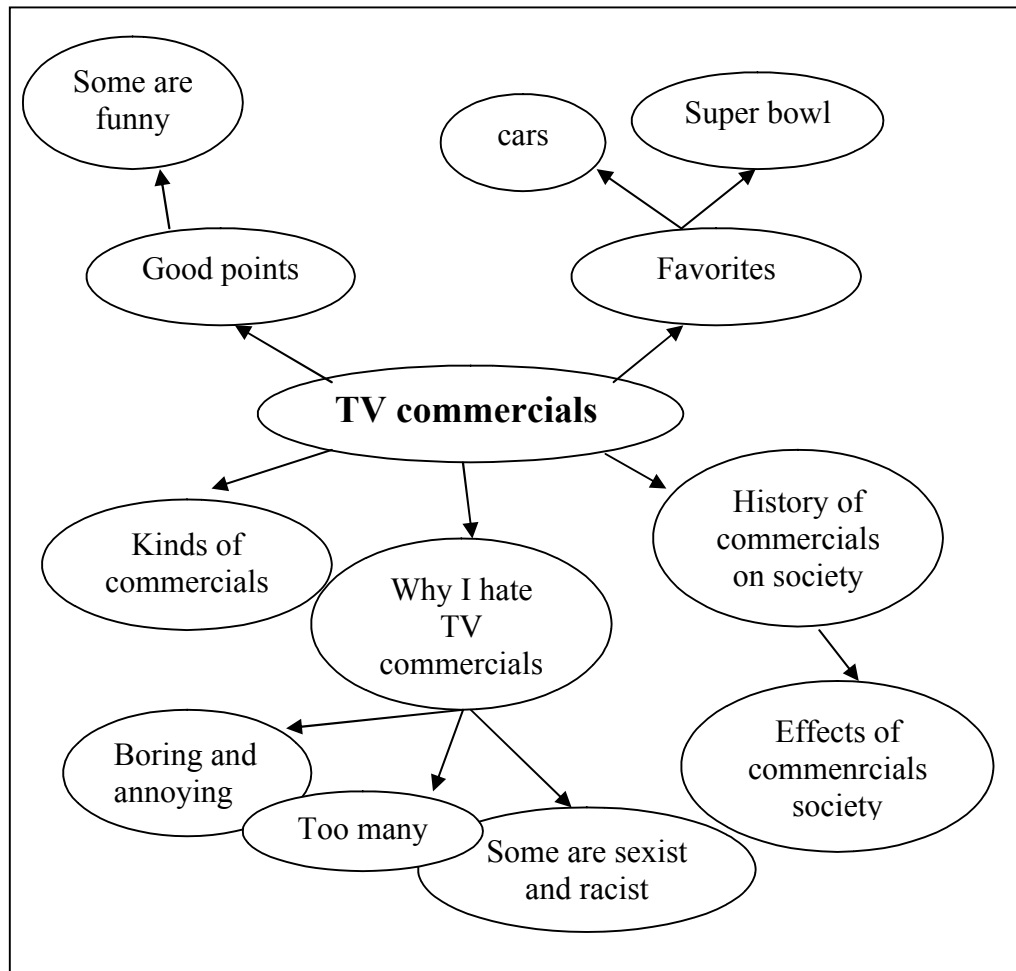


Figure 2: **Mind Mapping developed by Blanchard and Root**

(Source: Blanchard and Root, 2003: 42)

This mapping illustrates about student as a writer thinks of a topic about TV commercials. The topic has five main ideas: good points, favorites, history of commercials, why I hate TV commercials, and kinds of commercials. Those main ideas become new branches for the topic. The next, the main ideas are developed by some supporting ideas such as cars, super bowl, some are funny, effects of

commercial society, too many, etc. to show the relationship among the ideas, all the words and phrases are connected by using lines. Moreover, numerical order transitional words such as first, then, besides, next, etc can be used to keep the mind map clear.

### **c. Benefits of Mind Mapping Technique**

Mind mapping technique provides many advantages for the purpose of writing. It benefits the writer in generating and organizing ideas as prewriting activity, developing the content, and revising the draft. Steele (2004:4) believes that mind mapping can be used during all phases of writing process; generating and organizing content, drafting and developing content, and revising the draft.

The main benefits of using mind mapping technique is during prewriting activity. Mind mapping helps the writer generate ideas and organize the content. It also helps the writer provide a visual relationship of ideas so that the organization and relationship of ideas can be seen clearly. Kanar (1998: 21) states that mind mapping can also provide a visual representation of ideas so that the organization of ideas and their relationship can be seen clearly. Morrel (2002: 5) states that mind mapping is a technique to generate and organize ideas for writing that helps the students increase concentration, achieve higher level of creativity, clearer organization of thoughts, and more concise communication.

All the explanations above give clear description about the benefits of mind mapping for the writing activity. It could be used for generating and organizing ideas, developing content, and revising the draft. Therefore, mind

mapping is one of the effective techniques for paragraph writing. Moreover the technique is good way for us to write the text, especially descriptive text.

#### **d. Mind Mapping in Teaching Descriptive text**

Blanchard and Root (2003: 69) state that writing description is like creating a picture using words. Description is a way of visualizing objects, people, or places using descriptive details which enable the reader to paint his mental picture of it. So mind mapping is an appropriate technique for teachers to teach descriptive text in students' writing skill, because in writing activity it helps students to describe a particular person, place, animal and thing. To describe one of them, students can use mind mapping technique that can be used during all phases of writing process especially in writing descriptive text. It includes generating and organizing ideas as prewriting activity, developing the content, and revising the draft. So the technique can help the writer provides a visual relationship of ideas so that the organization and relationship of ideas to make the descriptive text can be seen clearly.

In conclusion mind mapping technique provides many advantages for the purpose of writing the descriptive text. Therefore, the technique is good way for students to write the descriptive text.

### **5. General Concept of Text**

Anderson and Anderson (2003:1&3) state that there are two main categories of texts; they are literary texts and factual texts. Literary texts include song lyrics, novels, fairy tales, etc that are constructed to appeal to our emotions

and imagination. There are three main text types in this category: narrative, dramatic, and poetic. Media texts such as films, videos, television shows, and CDs can also fall in this category.

Factual texts include advertisements, announcements, debates, reports, instructions, etc. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are descriptive, recount, explanation, discussion, exposition, procedure, etc.

In oxford dictionary (1987:893), text is main body of a book or printed page (contrasted with notes, diagrams, illustration, etc). In conclusion, text is a form of written material. There are many text types in English and type of the text has its purpose. They are Recount, Description, Report, Procedure, Explanation, Discussion, Review, News Item, Analytical Exposition, and Hortatory Exposition. We know that language is functional and its function can be in written form related to context. One of them is descriptive text.

#### **a. General Concept of Descriptive Text**

There are many references to define what descriptive is. The definition, the social function, the generic structure and the significant lexico grammatical features of description will be explained as the following:

##### 1) The Definition of Descriptive

According to Priyana, et al., (2008: 88), a descriptive text describes the characteristic of a specific thing, for example a specific person, animal, or object.

It is a text which describes a particular person, place, or thing. It uses simple present tense and usually the vocabulary is based on students' level.

In Oxford dictionary (2008: 120), description is the giving a statement of what somebody or something is like. It means that description is a way of visualizing objects, people, or places using descriptive details. In addition Blanchard and Root (2003: 69) state that writing description is like creating a picture using words. The key to write a good description is by using specific details that create exactly the picture which the writer wants. When the writer writes a description, the writer should use descriptive words that relate to the sense of sound, touch, smell, and taste. These are called sensory words. Sensory words help the reader imagine what the writer is describing.

## 2) The Social Function of Descriptive

The social function of descriptive text is to describe a particular person, place or thing. It gives audience a description. On the other word, the purpose of a descriptive is to give the reader a description of a person, a place, or an object so that the reader sees the item in his imagination.

## 3) The generic Structure of Descriptive

Priyana, at al., (2008: 88) state that there two steps for constructing a descriptive text. They are:

- a) The introduction: gives general information about the object (for example name and location); and
- b) The Main part: describes the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

## **B. Relevant Research Studies**

After highlighting all theories about teaching writing and mind mapping technique, here there are some studies which are related to the use mind mapping in improving students' writing skill. One of them is the research which was conducted by Wilujeng in 2005. It is found that mind mapping technique was able to help the second year students of SMA Negeri 1 Bojonegoro improve their writing ability in terms of organization of ideas and content. Puji (2008) who did a classroom action research entitled "Improving the Eleventh Year Students' Writing Achievement by Using Mind Mapping Technique at MAN Jember 1 in the 2006/2007 Academic Year" also found that mind mapping technique could improve the students' writing achievement.

Other relevant research was conducted by Widyaningrum (2005) who did an experimental study investigating the effectiveness of clustering technique on students' writing skill. The finding showed that students who applied clustering technique got better scores in writing than students who did not apply clustering technique.

This study is important to be done because in relation to the previous study. In the field of education in Indonesia, writing in English is the one of the compulsory skills. It has been taught from junior high school up to university level. Therefore mind mapping technique is not only one of the writing techniques for students of senior high school but also for students of junior high school. In conclusion, This technique is an appropriate way needed for students of

junior high school to improve writing skill because the use of the mind mapping technique help students generate and organize ideas into word map that consists of topic, main ideas and supporting ideas easily.

### **C. Conceptual Framework**

Learners realize that writing is not a simple activity. It is an activity that should be done continuously. Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in structure which are quite different from their own language. Here, they are confused on their words and grammars. They think hard how to construct their words into good sentences. Harmer (2001: 252) says “Learners engaged in a productive task can become very frustrated when they just do not have the words or grammar they need to express themselves”.

Secondly, students’ difficulties are topic and genre. Sometimes the students are not really interested and familiar with the topic and genre that their teacher gives. This makes some difficulties to express their ideas. Harmer (2001: 252) states “if they are completely unfamiliar with the genre we are asking them to write in, ..., they may find it difficult to engage with the task we have given them.”

Thirdly, people are often known to spend less time to write than to listen and to speak. They spend little of their time for writing. It is clearly known that an average person spend the most for listening, the second most for speaking, then reading and finally writing.

The last, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. Sometimes the teacher who teaches them does not have enough time to correct for all of them if there are many students in the class. When the teacher corrects the writing for just some of them, the other students cannot recognize their own mistakes. Without correction, the mistakes may be repeated the next day and become bad habits which are hard to adjust. This is a very big problem.

It has been discussed the precious point that writing is difficult skill to be mastered by students. The difficulties might be come from students and technique which is used. Mind mapping is a technique that could be used by teachers to teach writing. Mind mapping is one of the teaching techniques that can be used to teach writing, because of the technique facilitates the students to improve their writing ability through generating and organizing idea, developing content, and revising. That is why mind mapping can be used as a technique to teach and learn writing.

Based on the observation in grade VIID of SMPN 3 Ngaglik, the researcher found some problems in the process of teaching and learning, especially in writing. There were five problems of students in the writing aspects, namely content, language use, vocabulary, mechanics (spelling or punctuation) and organization. The problem of their writing skill do not only come from them but also come from the inappropriate technique, motivation, and classroom activities and interaction.

The first, the teacher's teaching method was conventional so that it made the students bored during the lesson. Actually, the teacher should choose appropriate technique in order that students had freedom to write something from their mind. For example, by using mind mapping technique to write descriptive text can help students for generating and organizing ideas as long as they want (vocabulary), developing content, and revising.

Second, based on the observation in class, the researcher knew that the students had opinion that writing is a difficult lesson, because it related to mechanics, organization, vocabulary, content, grammar, punctuation, etc, so they had low motivation and interest when the teacher asked them to write something. They were confused what they would write first on their paper and also they spend long time to start writing. They did not have high motivation to write. They wrote something if they had some assignments from their teacher.

Third, the students did not have good interaction each other in the classroom activity. Actually, in the classroom activity, they wanted to study in group, but the students seldom study English using cooperative learning. It made them shy to ask their friends if some of them had difficulty in writing during the lesson. The students need more suggestion, opinion, advice, and motivation in writing, so the teacher should make interactive class for students.

That is because in mind mapping the contribution of each member in a group is needed. Besides, the participation of the students in the teaching and learning process was needed to be improved. In reference to the interview that is

conducted by the researcher with the students of grade VIID, the students had some problems in writing. They spend long time to start writing and did not know what they will write. They also made many mistakes in writing, such as in spelling and using punctuation. And they also still had difficulties in arranging a sentence or in using an appropriate tense.

Seeing the facts that the students and the teacher needed an appropriate technique in teaching and learning writing, here, the researcher used mind mapping technique as a starting point to improve students' writing ability. So, the students can choose interesting topic and start to write something freely that they like from an easy thing like writing words, noun phrase, sentences, and then paragraph. If they often write everything, they will also improve writing ability. This technique will help students improve their writing ability.

By practicing, students can improve the organization of their writing. They can develop their skill to make a united paragraph after they can generate ideas, write and revise first draft, and also improve linguistic competence. There are some activities that they can write using mind mapping. Students can choose the interesting topic they want and draw a circle around it, then generate ideas in circles about the topic as long as they want around the main circle. Next, they may connect these ideas to the center word with a line. The last, they can think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them. By doing so, students can use ideas to make sentences and also paragraph. They can describe thing, place, person, etc.

To improve it, students also need to write a short text using different topic. It will improve their understanding about text. They can describe something they see. It can improve their vocabulary in English and the linguistic feature like grammar and tenses. From all activities, it can be inferred that writing by using mind mapping has a close relation to students' life. So, the use of mind mapping is appropriate way that is able to help the students improve their writing ability in making descriptive text step by step.

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents the research method which has been used in this research. The chapter consists of type of the research, research procedures, setting of the research, subjects of the research, technique of data collection, instruments of the research, technique of data analysis, validity and reliability and scoring scheme for writing. Each of them will be presented in the following discussion.

#### **A. Type of the Research**

The type of this research was classroom action research. In this research, the researcher was directly involved in improving students' writing ability. This research was intended to give actions to improve teaching and learning process for students' writing ability in making descriptive text by using mind mapping technique. The nature of this action research was collaborative which involved the researcher and the English teacher as a collaborator. The researcher and the collaborator tried to improve the way in teaching writing especially in using the mind mapping technique to the students. Therefore, the classroom action research with the cycle model was applied in this research.

Dealing with the action research, Kemmis (1983) as quoted by Wiriaatmadja (2006:12) gives the following definition:

“A classroom action research is a form of self reflective enquiry undertaken by participants in social, including educational situations, in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out.”

In other words, a classroom action research is intended to solve a specific classroom problem or make decision at a single local site, such as problems encountered by the students or the teacher. In addition, Burns (2010:2) states “Action research is part of a broad movement that has been going on in education generally for some time”.

It is any systematic inquiry conducted by teachers and researchers in the teaching or learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn for identifying problems. Burns (2010:2) states

“One of the main aims of action research is to identify a *problematic* situation or issue that the participants-who may include teachers, students, managers, administrators, or even parents-consider worth looking into more deeply and systematically. Again, the term *problematic* does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening”.

This classroom action research was conducted using model which has three components; they are planning, acting and observing, and reflecting. The action that was given to the subjects was teaching writing by using mind mapping technique.

The design of this action research is illustrated in the following.

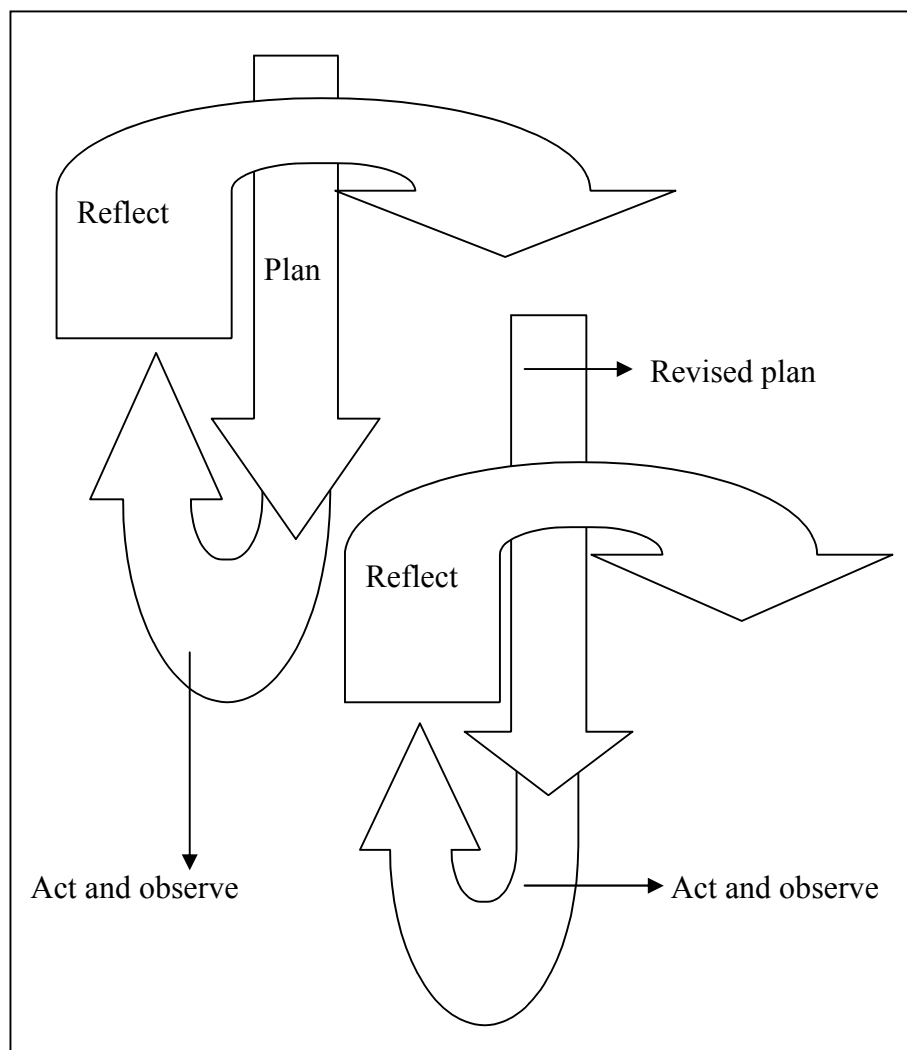


Figure 3: **The Design of the Action Research**

(Source: Burns, 1999: 33)

## **B. Research Procedures**

In order to achieve the goal of this research, the actions were implemented in two cycles in which each cycle covered three stages of activities, namely: (1) the planning of the action, (2) acting and observing, (3) reflecting.

The action that was given to subjects was the teaching writing by using mind mapping technique. If the result of the first cycle has not achieved the

standard, the second cycle is done by revising the planning and acting of the first cycle. If the result of the second cycle has achieved the standard, the action cycle will be stopped. Actually the third cycle is able to be conducted to reinforce the result of the second action cycle.

### **1. Details of Research Procedures**

The activities of the research used the following procedures:

#### **a. Determining the Thematic Concern-Reconnaissance**

The researcher conducted the reconnaissance step to find out information concerning students' writing ability in producing a descriptive text. Based on the interview and observation in SMPN 3 Ngaglik, the researcher found and identified the problems. In the English teaching and learning process in grade VIID of SMPN 3 Ngaglik, the researcher found several problems. There were some problems of students in the writing aspects namely content, vocabulary, spelling, grammar, and punctuation. In reference to the interview with the collaborator and the students, the major problems the students have were vocabulary, spelling, punctuation, using appropriate tense, and the content of a descriptive text. Besides, the English teacher also had difficulties in teaching writing. He as a researcher was very enthusiastic when the research conducted action research related to the students' writing ability.

The researcher thought that a new technique in teaching writing was needed by the students. The technique in teaching writing used by the researcher and the collaborator was called the mind mapping. This technique also promoted

cooperative learning which helped the students to give their contribution to the teaching-learning process.

### **b. Planning of the Action**

After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were implemented in the field. In planning the actions, the researcher worked together with the other English teacher. They prepared the technique to solve the problems they face, prepared the teaching material and prepared the instruments to collect the data.

#### **1) Steps for preparing classroom action research as the following:**

- a) Finding out the document to gain the supporting data to know the mean score of the students' previous writing assignment.
- b) Determining the class as the subject of the research that had the lowest mean score among the existing classes.
- c) Interviewing with the class VIID students of SMP N 3 Ngaglik to know the technique used by the teacher in teaching writing
- d) Doing the problem identification.
- e) Determining the problem that will be researched.
- f) Preparing appendix and observation checklist.
- g) Making lesson plan/ RPP.
- h) Preparing media like tasks, relevant book, pictures, white board and board marker.
- i) Preparing camera digital and video if needed.
- j) Something else related the research.

#### **2) Indicators for planning classroom action research as the following:**

- a) Students are able to identify the information and the generic structures of descriptive text.
- b) Students are able to find the language feature of descriptive text.
- c) Students are able to identify *simple present tense* form of descriptive text.
- d) Students are able to write sentences in the form of *simple present tense*.
- e) Students are able to choose a topic and find any idea relates a topic.
- f) Students are able to make the idea into good sentences.
- g) Students are able to arrange the sentences into a descriptive text.

### **c. The Implementing of Action and Observation**

In this step, after the planning was agreed on, the researcher implemented the lesson plans and actions in the class. The actions were implemented in two cycles to teach writing for students to make descriptive text by using mind mapping technique. Cycle 1 conducted in four meetings and Cycle 2 conducted in four meetings. At that moment, the researcher and the collaborator observed and took notes of anything what happened in the class by using observation checklist and something else needed. Based on the observations, notes, and students' responses in the actions, they discussed the implementation of the actions.

The collaborator wrote the weakness and strangeness for teaching learning process and interaction between the researcher and students. The researcher gave writing tasks to subjects in each cycle.

### **d. Reflecting**

After the researcher conducted the actions completely, the researcher and the collaborator conducted reflections. In this step, researcher analyzed and classified the result of writing tasks quantitatively. Then the collaborator gave the researcher the analysis of data result and observation related the researcher and students activity. The last, the researcher reflected the results of the observation and writing achievement of students.

It was done to find out whether the actions of Cycle 1 were successful or not. If the actions carried out were successful, the researcher and the collaborator would continue to implement those actions of Cycle 2 to the students. However, if the actions were not successful, the researcher and the collaborator would try to

find the suitable actions to use the mind mapping technique in teaching writing in Cycle 2 so that the condition would be better and could improve students' writing ability.

In conclusion the researcher gave feedback for collaborator's comment. Then the researcher revised the first lesson plan in the first cycle that was not successful. It would make lesson plan in the second cycle better. The success of the action could be measured from the writing tasks results.

### **C. The Setting and Time of the Research**

The area of this classroom action research was conducted in SMPN 3 Ngaglik, focusing on grade VIID. Grade VIID has thirty-six students consisting of fourteen male and twenty two female students. SMPN 3 Ngaglik is located at Kaliurang street Km.13, Ngaglik, Sleman, Yogyakarta. The school has the school principal room, a teacher's room, an administration room, a room for guidance and counseling, a school health unit, a library room, an English laboratory room, a computer laboratory room, a science laboratory room, a mosque, multipurpose room, two teachers' toilets, some students' toilets, and 12 classrooms, each grade has four classes, each class consisted of 36 students.

Totally there are 432 students, a headmaster, 36 teachers, and members of administration staff. The school has facility for supporting English lesson like English laboratory, English dictionaries, English books, LKS, and also media like internet computer, tape recorder, CD, video and TV.

The researcher conducted the action research in the second semester of the academic year of 2011/2012. The research was conducted from April to May 2012. In conducting the actions the researcher followed the English schedule of grade VIID of SMPN 3 Ngaglik because the researcher conducted the action research in this class.

#### **D. Subjects of the Research**

This research involved the English teacher and the students of SMPN 3 Ngaglik, especially the students of grade VIID in the second semester of the academic year of 2011/2012, and the researcher. The researcher used the English teacher documents in the form of the students' previous test result as the guideline to decide the class as the subjects of the research. The subjects were chosen that had the lowest mean score. Therefore, grade VIID was chosen as the subjects of the research, because the result showed that the class had the lowest mean score.

grade VIID has thirty-six students. The English teaching-learning activity in this class is carried out three times a week. Generally, in teaching English, the teacher uses the PPP method. The materials which were presented are taken from the course books used in all English classes.

According to the researcher, the students of grade VIID had low ability in writing and they were passive in the English teaching-learning process. So the researcher considered that the class needed improvements. The researcher wanted to improve students' writing ability by using the mind mapping technique.

## **E. Technique of Data Collection**

The data in this research consisted of quantitative and qualitative data. The quantitative data were presented in the score of the students' writing from task.. While the qualitative data were the description of the process during the action, interview transcripts, observation checklist, and students' writing task. In this research the researcher used field notes, interview transcripts, and photograph as the data.

The data were collected in the form of opinions, preferences, and expectations of the research team members. To get those data, the researcher collected the data by using some data collection techniques as follows:

### **1. Class Observation**

The researcher and the collaborator observed the teaching and learning process in grade VIID, it was to get information needed in the action plan in this research. The collaborator was as objective observer by using observation checklist and made documentation. The collaborator did the class observation completely by notes and interpretation.

It was used to check the application of the mind mapping technique in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which were done.

### **2. Interviews**

To get the data related to the teacher's and students' behavior while and after the action was implemented, the researcher conducted the interview to the collaborator and the students of grade VIID.

### **3. Testing and Evaluating Students' Writing**

The researcher and the collaborator gave tasks in this research using the mind mapping technique. Then, they evaluated students' writing from the first task to the final task. In this classroom action research, the tasks were to measure writing achievement of grade VIID students after the researcher tough them writing by using mind mapping technique. So, it was needed the scoring criteria of the students' writing result to measure their achievement, and then it was classified qualitatively based on classification levels. It was to know the improvement of students' writing ability.

### **4. Photographs Taking**

Some pictures were taken while the teaching and learning process in the class was running. The photographs were to get the document that was taken to support the data.

## **F. Instruments of the Research**

The instruments of this research are represented as the following:

### **1. Field Notes**

The field notes were aimed to note the data supporter in this research. These notes were used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. Field note was used in each meeting during the teaching learning writing process. It was to get the result of observation more accurate, because it was about everything related to the students' behavior in learning writing, the teacher's action in the class, and

problems related to the teaching-learning process. In addition, the researcher and the collaborator were able to see and take notes of students' writing progress in the VIID classroom.

## **2. Interviewing Guideline**

Interviewing guideline was used as a guide when the researcher conducted interview with students and collaborator during the research.

## **3. Observation Checklist**

Observation checklist was used by collaborator to observe the activity teaching learning process in class between the teacher and the students. It was used to check the application of the teacher indirect feedback and the mind mapping technique in the teaching and learning process. The observation checklist was referred by statements of the teaching and learning process which were done.

## **4. Students' Writing Tasks**

Students' writing tasks were used as media to get information about students' writing ability after the use of mind mapping technique given on students whether there would be improvement of students' writing ability or not. It means that the researcher and the collaborator gave tasks in this research using mind mapping technique. Then, they evaluated students' writing from the first task to the final task.

## **5. The Researcher**

As a mediator, the researcher would present the mind mapping technique to teach writing in the grade VIID. He also would analyze the data that he had got from the class.

## **G. Technique of Data Analysis**

The data were obtained from the actions conducted in the field. First, the researcher looked at the findings as genuine data such as interview transcripts, field notes, students' writing ability and photographs. Then, the researcher analyzed the description of opinions and the result of research. Second, from interview transcripts, researcher could see the implementation that was given. The students and the collaborator also were given opportunities to deliver their own opinions and comments about the implementation of the action research. It is needed to avoid subjectivity in analyzing the data and get trustworthiness.

The data were the qualitative data that were supported by the quantitative data. The data showed the result of the interview, field notes, writing test and photographs.

Details of description can be explained as follows:

### **1. Interview Transcripts**

The description was gotten when teaching learning process had finished. It was about collaborator and students' feedback after teaching and learning process. It was hoped that the result is more accurate because it was about collaborator and students' perspective in teaching and learning process by using mind mapping technique.

### **2. Field Notes**

Field note was used in each meeting during the teaching learning writing process. The result was about everything related to the students' behavior in learning writing, the teacher's action in the class and problems related to the

teaching-learning process. In addition, the researcher and the collaborator saw and took notes of students' writing progress in the classroom.

### 3. The Result of Writing Task

After the writing task was done in cycle 1 up to cycle 2 to collect data about students' writing achievement, the score of the students' writing was analyzed quantitatively to find the mean score by using the following formula.

$$M = \frac{\sum x}{N}$$

Note:

M = Mean score

$\sum x$  = The total score of students' writing task

N = The number of the students (subjects)

### 4. The Result of Photographs Taking

The photographs was as the authentic data for media in learning need and process of learning in class.

## H. Validity of the Data

The data validity of this research was based on Burn's (1999: 161-162) criteria of validity. They were democratic validity, outcome validity, process validity and dialogic validity. The discussion of the validity is as the following below:

### 1. Democratic Validity

In this research, to get the democratic validity the researcher did collaboration with the other English teacher, and the students as the data resources

to give their opinion, response, comment, ideas and suggestion about the implementation of the actions. Their opinions, response, comment, ideas and suggestion were used to improve the next actions.

## **2. Outcome Validity**

The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborator analyzed the success and the failure of the actions. In this research, the processes will be related to the improvement of students' writing ability with the use of mind mapping technique.

## **3. Process Validity**

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen. Process validity means that the action is believable. To get the process validity, the researcher collected the data by doing observation, and note during the research. In this research, the process was done in two cycles and in each cycle consists of planning, action, observation, and reflection. The process involved some different data sources and followed by some evidence that showed that the process is believable.

#### **4. Dialogic validity**

To get the last criteria of validity, the dialogic validity, the researcher did reflection with the other English teacher as a collaborator who can monitor the research process and the students in order to get suggestions to improve the next action.

##### **I. Reliability of the Data**

To assess the reliability of the data, the researcher involved more than one sources in gathering the data. The researcher involved the research team, the English teacher and the students. To avoid the subjectivity in analyzing the data and to get trustworthiness, the researcher used triangulation. The triangulation was based on Burns (1999:63) Such data are believed to be valid. There are two triangulations as the following:

1. Time triangulation: data are collected at one point in time or over a period of time to get a sense of what factors are involved in change processes.
2. Theoretical triangulation: data are analyzed from more than one perspective.

##### **J. Scoring Scheme for Writing**

The researcher and the collaborator focused on five components of writing namely content, language use, mechanics, vocabulary and organization. The criteria to score students' writing were based on the characteristics of a descriptive text and the mind mapping technique. Assessment rubric which is used in this study was based on ESL Composition profile proposed by Jacobs et al. (1981)

from Weigle (2002: 116). The following presents the scoring scheme which is used in this research.

**Table 2: Assessment Rubric for Writing Aspects**

<b>Aspects of Writing</b>	<b>Level</b>	<b>Score</b>	<b>Criteria</b>
Content	Excellent to very good	30-27	<ul style="list-style-type: none"> <li>• Relevant to the points of the mind mapping technique</li> <li>• Match the purpose of a descriptive text</li> </ul>
	Good to average	26-22	<ul style="list-style-type: none"> <li>• Mostly relevant to the points of mind mapping technique but lacks detail of information</li> <li>• Match the purpose of a descriptive text</li> </ul>
	Fair to Poor	21-17	<ul style="list-style-type: none"> <li>• Inadequate development of the points of the mind mapping technique</li> <li>• Almost match to the purpose of a descriptive text</li> </ul>
	Very Poor	16-13	<ul style="list-style-type: none"> <li>• Does not relate to the points of the mind mapping technique or not enough to evaluate</li> <li>• Does not match the purpose of a descriptive text</li> </ul>
Organization	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Fluent expression</li> <li>• Well-organized of a descriptive text</li> </ul>
	Good to average	17-14	<ul style="list-style-type: none"> <li>• Loosely organized of a descriptive text but main ideas stand out</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>• Not fluent</li> <li>• Ideas confused or disconnected</li> <li>• Lacks logical sequencing and development</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>• Does not communicate</li> <li>• No organization or not enough to evaluate</li> </ul>
Language use	Excellent to very good	25-22	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, articles, pronouns, prepositions</li> </ul>
	Good to average	21-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, articles, pronouns, prepositions</li> </ul>

			<ul style="list-style-type: none"> <li>• Meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, articles, pronouns, prepositions</li> <li>• Meaning obscured or confused</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate.</li> </ul>
Mechanics	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Demonstrates mastery of conventions</li> <li>• Few errors of spelling, punctuation, capitalization</li> </ul>
	Good to average	4	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization</li> </ul>
	Fair to Poor	3	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization</li> <li>• Poor handwriting</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>• Dominated by errors of spelling, punctuation, capitalization</li> <li>• Handwriting illegible or not enough to evaluate</li> </ul>
Vocabulary	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Effective word</li> <li>• Word form mastery</li> <li>• Appropriate register</li> </ul>
	Good to average	17-14	<ul style="list-style-type: none"> <li>• Occasional errors of word</li> <li>• Adequate range</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>• Limited range</li> <li>• Frequent errors of word</li> <li>• Meaning confused</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary</li> <li>• Not enough to evaluate</li> </ul>

There were two independent raters in assessing students' writing. The first rater was the researcher himself who is qualified for assessing students' writing and the second rater was the English teacher of gradeVIID. In evaluating students' writing, he and the collaborator gave an appropriate score in each aspect.

## CHAPTER IV

### RESEARCH FINDINGS

Chapter IV presents the process of the research that is conducted in Cycle 1 and Cycle 2, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data that are obtained during the research to support the qualitative data. The details of the processes are presented in the following.

#### **A. Research Process**

The researcher found problems in the teaching-learning process. The problems that were found in the observation are presented in the following table.

“The English teacher came to the class. The teacher asked the captain of the class to lead a prayer. The teacher gave a greeting and brainstorming to the students. Then the teacher gave a list of vocabulary to the students. They were asked to find the meaning of that vocabulary by using a dictionary. However, almost all of the students were not interested to find the meaning of the vocabulary by themselves. They did not have high motivation to do it and they did not consult the dictionary. Then the teacher checked the meaning of the vocabulary by asking some students to answer and read it. They had difficulties in pronunciation. Besides, they often made up something for fun in answering the teacher’s questions.

After that the teacher showed a text. Then he asked the students to answer some questions. Then the teacher checked students’ answers by asking some students to write their answer on the whiteboard. Some students wrote their answer but they did not pay any attention to its spelling because they had low vocabulary. Moreover they also had difficulties in arranging sentences, because they were not able to use simple present tense yet. Then the teacher checked those answers. After that the teacher presented the simple present tense. He gave a formula and some examples of that tense from the text. Then, the teacher asked students to describe someone, but when the students were asked to write, they spent a long time before they started to write, because they were confused what to begin. Some students made noise in the class. The bell had rung. The teacher gave homework and closed the lesson.”

**Table 3: Problems in the English Teaching-Learning Process in Grade 7D, SMPN 3 Ngaglik in the Academic Year of 2011/2012**

No	Problems	Codes
1.	Some students often made noise in the class.	S
2.	Some students often made up something for fun in answering the teacher's questions.	S
3.	Students had difficulties in pronunciation.	M
4.	Most students did not bring the course book and dictionary	S
5.	Students had low vocabulary	S
6.	Students did not pay attention to spelling.	S
7.	Students had low ability in arranging sentences or in using a tense.	S
8.	The teacher did not have appropriate technique in teaching writing yet.	T

S: students      M: material      T: teacher

From the list of the problems in the English teaching-learning process in Table 3 above, using dialogic validity, the researcher discussed the feasibility of the field problems to be solved with the other English teacher as a collaborator who can monitor the research process. Then, they discussed field problems related to the students' writing ability which were feasible to be solved soon. There were two problems:

1. The teacher did not have appropriate technique in teaching writing yet;
2. The students had low ability in writing. They had low vocabulary, low ability in using a tense, and did not pay attention to spelling.

Furthermore, this part describes Cycle 1 and Cycle 2. The process in each cycle is discussed in the following.

### **1. Report of Cycle 1**

The teaching and learning process in Cycle 1 focused on teaching and learning writing about descriptive text through the use of mind mapping technique. The Cycle 1 was conducted in four meetings. In this cycle, the

researcher and collaborator administered three steps as discussed in the following sections.

### **a. Planning**

Based on the problems, the researcher and the collaborator made out a plan of action as follows,

#### **1) First Meeting**

- a) presenting appropriate material about descriptive text based on the students' level,
- b) assisting the students to be familiar with the simple present tense as dominantly this tense is used to produce a descriptive text,
- c) observing the teaching and learning process.

#### **2) Second Meeting**

- a) reviewing the previous material about descriptive text and simple present tense,
- b) dividing the students into 9 groups, each group consisted 4 students,
- c) showing the mind mapping as the technique in writing,
- d) explaining the procedure of mind mapping technique to the students,
- e) asking students to apply the mind mapping technique in teaching writing to find idea easily,
- f) observing the teaching and learning process.

#### **3) Third Meeting**

- a) discussing and correcting the previous material about using mind mapping technique,
- b) asking students to make the idea into good sentences individually,
- c) asking students to arrange the sentences into good paragraph,
- d) observing the teaching and learning process.

#### **4) fourth Meeting**

- a) discussing the previous material,
- b) providing students' answer sheet to do the first task,
- c) asking students to choose one of topics and find idea using mind mapping technique,
- d) asking students to make their idea into good paragraph,
- e) observing the process,
- f) collecting students' Task 1.

**b. Action and Observation**

The action of Cycle 1 was conducted in four meetings. They are:

**1) First Meeting**

The first meeting was the activity where the researcher taught the students about the purpose, the parts (generic structure) and language features of a descriptive text. The researcher and collaborator also assisted the students to be familiar with the simple present tense by teaching grammar and giving some practices such as identifying simple present tense form in the text and making some simple sentences. In other words, the researcher introduced the descriptive text by giving some examples of the text, characteristics of the text and then practices.

**2) Second Meeting**

The second meeting was the activity where the researcher showed the mind mapping as the technique in writing descriptive text. The researcher divided students in nine groups, so there were four students in each group. Then he explained what mind mapping technique is and steps of the technique. Next, he asked students to choose one of the topics they want. The last, the researcher asked students to find any ideas related to the topic in group. This activity was able to add their vocabulary. In other words, the researcher focused on the implementation of the mind mapping technique that was able to improve their vocabulary.

### **3) Third Meeting**

The third meeting was the activity where researcher and collaborator focused on the students' practice. In this meeting, after students had ideas related to their topic, then the researcher asked students to make their ideas into good sentences in the form of simple present tense individually. The last, students arranged the sentences into a good paragraph.

### **4) Fourth Meeting**

The fourth meeting was the activity where researcher and collaborator provided students worksheet and asked students to choose one of the topics. As they found ideas related to their topic by using mind mapping technique, and the last they wrote a paragraph. In this meeting, the researcher focused on the students' task to find students' writing problems and their difficulties in attending the writing lesson by using the mind mapping technique. After that, the students were asked to submit their task. The detail of the action in each meeting was discussed as follows.

### **1) First Meeting**

The first meeting was held on Monday, 30<sup>th</sup> of April, 2012. The teacher started the teaching and learning process by asking the captain of the class to lead a prayer, then greeting the students, and checking the students' attendance. After that, he gave some questions related the students' life such as "Do you have a close friend?" , "Do you have a family? Do you have father, mother, sister, brother, uncle, aunt, nephew, niece, grandfather and grandmother ?" and then all of students said "Yes I have."

Then the teacher distributed two examples of descriptive text entitled “*Mr. Danu*” and “*My Friend*”. First, he asked the students to read those texts. After that, he asked two students to read those texts. He discussed the content and the meaning of the text with the students. Then, he asked the students what types of those texts were. Some students answered that the texts were descriptive. Next, he asked the students to tell what they knew about descriptive texts. A student answered that the descriptive text was about a person. The teacher gave additional information to a student’s answer that the descriptive text was a text which has a social function to give the reader a description of a person, a place, or an object so that the reader sees the item in his imagination.

The next activity, the teacher taught the students about the parts of a descriptive text. Then the teacher and the students discussed the parts of a descriptive text and he asked the students to learn about it.

He continued the teaching and learning process by asking questions related to the students’ background knowledge of a descriptive text. Some students answered the teacher’s questions, and the others just listened to their friends’ answers. The teacher asked some students about the purpose of a descriptive text and its parts. Some students answered that the purpose of the text is to describe person, place, or thing and then they answered parts of a descriptive text by calling its name i.e. introduction and main part. After hearing the students’ answers, the teacher explained that a descriptive text consists of the introduction that gives general information about the object (for example name and location)

and the main part that describes the object in details (for example how big it is, how clean it is, how old it is, etc).

The last, before the teacher asked them to identify the given text, to make the students more understand, the teacher gave further explanation to the students about the purpose and the parts of a descriptive text by using a white board.

After discussing the parts of a decriptive text, the students and the teacher identified the parts of the given text, i.e. the text about Mr. Danu. Next, teacher continued the explanation about the characteristics of a descriptive text. He asked the students what kind of tenses is used in the text, he said “Can you tell me what tense is used in the text?” A few students responded to the teacher’s question by saying “Simple present tense”, and the others just kept silent. After that, he showed the sentence from the text to the students. He took the first sentence, “Mr. Danu is my uncle.” Then, he asked the students to identify the type of tense used in the sentence. After the students answered that the sentence used the simple present tense, the teacher asked the students to identify the simple present tense verbs in the text. It was done to make them understand about the tense form of the verbs that is used in the sentences. He explained why the students had to use the simple present tense when they want to write a descriptive text.

He gave an exercise about the application of the simple present tense to the students. He asked students to wrote some sentences by their own word in the form of simple present tense. He gave fifteen minutes for them to do the exercise. The teacher and the collaborator walked around the class for monitoring the students’ activity. After that, the teacher asked the students to answer the

questions in the exercise. After checking the students' answers, he showed the conclusion of what should be written in a descriptive text.

The implementation of this session could run well. Some students asked the teacher by using Indonesian. Even though there were some students who did not pay attention to the teacher's explanation, overall the process of teaching and learning process ran well. The students said that they understood teacher's explanation about a descriptive text.

Five minutes before the teacher ended the class, the teacher asked the students about their difficulty related to the activity and the given material. Then, the teacher ended the class.

## **2) Second Meeting**

The second meeting was held on Tuesday, 1<sup>st</sup> of May, 2012. The researcher started the class by greeting the students and checking the students' attendance for about five minutes. In this meeting, before he taught students the material, he reviewed the previous material.

Then, the researcher and the collaborator grouped the students into nine groups. In each group there were four students. The grouping process could run well. It was not time consuming. It seemed that most of students were not spending much time in positioning themselves in the determined groups.

After that, he told the students that they would have a new activity called mind mapping. Then, he taught students the steps of mind mapping technique. Before doing the mind mapping activity, he and the collaborator distributed a piece of paper to each student. In the first step of the mind mapping, they should

write a topic in the center of the blank piece of paper and draw a circle around it. In this first step, the students only wrote the topic, but in the second step they should write any ideas that come into their mind about the topic in circles around the main circle. In the third step, they should connect these ideas to the center word with a line. They seemed interested to write any ideas. In the fourth step, students thought about each of their new ideas, wrote more related ideas in circles near the new ideas, and then connected them. In this step, they did not find many ideas, because they had limited vocabulary and they also did not consult the dictionary, so they just found few ideas. Then, the students wrote the words they found in the available worksheet. In the last step, students repeated this process until they run out of ideas.

The researcher and the collaborator monitored the students' activity. They still made mistakes in spelling the words. In groups, some students did not seem to give their contribution in finding ideas. After that, he asked some students to write their topic and its related ideas on the white board. Then, he and the students discussed the words written on the white board. They discussed the spelling. Then, they discussed the words which must be included in their topic.

### **3) Third Meeting**

The third meeting was held on Wednesday, 2<sup>nd</sup> of May, 2012. The teacher started the teaching and learning process by asking the captain of the class to lead a prayer, then greeting the students, and checking the students' attendance.

After that, the researcher told the students what they should do the next step. He told them that they should make the idea into sentences individually.

After that, the researcher and the collaborator decided to ask some students to write their work on the white board. Then, some students wrote their work on the white board. Then, he guided the students to correct their mistakes. After the analysis-correction done, he asked the students to arrange the sentences into paragraph.

The researcher and the collaborator took notes and observed the class activity. They also monitored students' activity and helped them when they got difficulties.

#### **4) Fourth Meeting**

The fourth meeting was held on Monday, 7<sup>th</sup> of May, 2012. The teacher started the teaching and learning process by asking the captain of the class to lead a prayer, then greeting the students and checking the students' attendance. In this meeting, the researcher distributed a piece of paper to each student and gave students Task1 individually.

The researcher asked students to choose one of the topics they want. Then they wrote any ideas related to the topic using the mind mapping technique. They needed fifteen minutes to find ideas. After that, students needed twenty five minutes to develop or express the ideas into a good paragraph. The last, students had five minutes to check their writing like content, vocabulary, spelling and grammar. In the last ten minutes, the researcher corrected a student's writing task on the whiteboard, then he and collaborator collected the students' task and ended the lesson.

### c. Reflection

Based on the observation in Cycle 1 that was about teaching and learning writing in descriptive text through the use of mind mapping technique, the teacher and the collaborator did not get any difficulties to transfer the materials about a descriptive text. However in the first meeting, some students had difficulty on identifying simple present tense form. Then, in the second meeting, some students did not participate in group activity. Their participation in the group work in the mind mapping activity was low, because most of them had low vocabulary and also they did not have dictionary. Moreover they had difficulty to write idea in the form of noun phrase and they did not pay attention on spelling. The evidence can be seen in the following interview done by the researcher to some students.

R: *“Iya. Kalian ada kesulitan ga?”*

*(“Any difficulty?”)*

Ss: *“Ada.” (Fifi, Faza, Rizal menjawab bersama-sama)*

*(“Yes.”) (They said together)*

R: *“Nah, kesulitannya di bagian apa?”*

*(“What is the difficulty?”)*

Ss: *“Menyusun kata-kata **noun phrase** itu susah.”*

*(“It is difficult for us to find ideas in the form of noun phrase.”)*

R: *“Iya, terus selain itu ada lagi ga?”*

*(“Anything else?”)*

Ss: *“Salah dalam menulisnya. Nulisnya itu bisa salah, bisa kurang hurufnya gitu, Mr.”*

*(“There is something wrong in my writing, **spelling.**”)*

(Interview, May 1<sup>st</sup>, 2012)

In the third meeting, the students seemed confused. The students have difficulty not only in expressing their idea in sentences in the form of the simple

present tense, but also in using the punctuation. The evidence can be seen in the following interviews which were done by the researcher to the collaborator.

R: *“Bagaimana menurut Ibu mengenai tulisan siswa di pertemuan ketiga Cycle 1?”*

(“What is your opinion about students’ writing in the third meeting of Cycle1?”)

C: *“Belum begitu bagus. Beberapa siswa belum menggunakan **punctuation** dengan benar”*

(“It is not really good. Some students do not use punctuation well yet.”)

R: *“Nggih. Terus apa lagi Bu?”*

(“Yes. Anything else?”)

C: *“Mereka masih banyak kesalahan dalam menulis kalimat-kalimat dalam bentuk **simple present tense**.”*

(“They still have mistakes to make sentences in the form of simple present tense.”)

R: *“Ya Bu, betul sekali.”*

(“Yes. It is true.”)

(Interview, May 2<sup>nd</sup>, 2012)

Then, some students were not accurate in correcting their friends’ mistakes discussed on the white board. The further reflection is presented in the following.

In the first meeting of Cycle 1, the students clearly understood the teacher’s explanation about a descriptive text. This can be seen in the observation when the students identified parts of a descriptive text. Most of them knew that descriptive texts consist of the introduction that gives general information about the object (for example name and location) and the main part that describes the object in details (for example how big it is, how clean it is, how old it is, etc).

They also knew the purpose of a descriptive text when the teacher asked them. However, they still had difficulty in using simple present tense form.

Besides, the evidence can be also seen in the following interviews which were done by the researcher to the collaborator and the students. The following

are some interview transcripts that show the students knowledge about a descriptive text.

- R: “*Mengenai penyampaian materi apakah sudah cukup jelas Buk?*”  
 (“What is your opinion about the explanation, mam?”)
- C: “*Sudah cukup jelas. Ya seperti apa yang telah kamu presentasikan bahwa tujuan text tersebut untuk mendeskripsikan orang, tempat, hewan dan benda pada pembaca. Dan biasanya itu dijadikan pertanyaan, betul?*”  
 (“It was already clear. Yes, like what you have presented to the students that the purpose of a descriptive text is to describe a person, place, animal and thing to the readers. And it is usually asked in the question. Is it right?”)
- R: “*Iya, benar Buk. Kemudian bagaimana tentang **simple present tense** nya Buk?*”  
 (“Yes, it is correct, Mom. Then, how is about simple present tense, Mom?”)
- C: “*Anak-anak masih belum paham, jadi perlu dikasih latihan lebih seperti mengidentifikasi present tense verbs of text.*”  
 (“Many students still do not understand it yet, so give more exercises like identifying present tense verbs of text”.)

(Interview, April 30<sup>th</sup>, 2012)

Based on the interview above, the collaborator said that the explanation of a descriptive was clear. Then, the interview transcripts with the students are presented below.

### **Student1**

- R: “Hallo Fifi?”
- S: “Hallo, Mr. Fatih. ”
- R: “*Tadi penjelasannya mudah dimengerti ga?*”  
 (“What do you think about the teacher’s explanation? Is it easy to understand or not?”)
- S: “*Iya sudah, Mr.*”  
 (“Yes, I think it is easy to understand.”)
- R: “*Apakah penjelasan dari guru terlalu cepat atau tidak?*”  
 (“How is about the speed of the teacher’s explanation, is it too fast or not?”)
- S: “*Sudah Mr. Pas.*”  
 (“It is OK, Mr. It is good.”)

- R: “*O iya, sudahkah kamu jelas tentang simple present tense?*”  
 (Have you understood about simple present tense?)”  
 S: “*Belum begitu Mr, masih bingung dan lupa dengan verb + s or es*”  
 (“I do not understood the tense yet, Mr. I am still confused and forgetfull its form.”)

(Interview, April 30<sup>th</sup>, 2012)

## Student 2

- R: “How are you, Faza?”  
 S: “Fine, and you, Mr?”  
 R: “Fine, thanks. *Faza, menurutmu pelajarannya gimana?*”  
 (“Faza, what do you think about the lesson?”)  
 S: “*Asyik, Mr.*”  
 (“It is enjoyble.”)  
 R: “*Kemudian ketika dikasih penjelasan tentang deskripsi, jelas atau tidak?*”  
 (“Then, how is about the explanation about descriptive text did you understand?”)  
 S: “*Jelas, Mr.*”  
 (“I understood.”)  
 R: “*Terus saat guru menjelaskan, jelas atau tidak?*”  
 (“Then, when the teacher gave explanation, did you understand?”)  
 S: “*Insya Allah jelas, Mr.*”  
 (“God willing, I understood.”)  
 R: “*Faza, kalau di descriptive harus ada apa aja?*”  
 (“Faza, what are the components of a descriptive text?”)  
 S: “Introduction and the main part, Mr.”  
 (“There are introduction and the main part.”)

(Interview, April 30<sup>th</sup>, 2012)

Based on the interview transcripts above, it can be seen that the teacher’s explanation about a descriptive text was clear. The students also knew the parts of a descriptiv text. The data were obtained by democratic and dialogic validity. The researcher did collaboration and reflection with other English teacher, and the students as the data resources to give their opinion, responce, comment, ideas and suggestion about the implementation of the actions.

In the second meeting, the students had low participation when they were grouped. It seemed that there are only some students who work in a group. It was because they had low vocabulary and did not consult the dictionary. The evidence of that condition can be seen in the following interview which were done by the researcher to the collaborator and the students. The following are some interview transcripts that show the students in finding ideas in their group.

- R: *“Bagaimana menurut Ibuk mengenai aktifitas di pertemuan kedua?”*  
 (“What do you think about the activity in second meeting of the cycle1?”)
- C: *“Sudah bagus. Cuma dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Itu dikarenakan mereka lemah dalam kosakata.”*  
 (“It is good. But in second meeting, there are only some students who work in a group. It is because they had low **vocabulary**”)

(Interview, May 1<sup>st</sup>, 2012)

Based on the interview above, the collaborator said that students had limited vocabulary. Then, the interview transcripts with the students are presented in the following.

- R: *“Apakah kamu sudah bisa mengumpulkan ide-ide yang kamu inginkan”?*  
 (“Have you found the idea you want?”)
- S: *“Lumayan Mr, tapi belum bisa menuliskan ide-ide yang berupa penggabungan kata-kata. mmmmm....**noun phrase, Mr**”*  
 (“Yes, Sir, but I do not write idea yet in noun pharse, Mr.”)

(Interview, May 1<sup>st</sup>, 2012)

In the third meeting, some students had less attention in punctuation like the use of fullstop, comma and capital letter when they wrote ideas into sentences and arrange sentences into a paragraph. The evidence of that condition can be

seen in the following interview which was done by the researcher to the collaborator. The following is an interview transcript that shows the students' writing.

- R: "*Bagaimana menurut Ibu mengenai tulisan siswa di pertemuan ketiga cycle 1?*"  
 ("What do you think about students' writing in third meeting cycle1?")
- C: "*Belum begitu bagus. Beberapa siswa belum menggunakan **punctuation** dengan benar.*"  
 ("It is not really good. Some students do not care punctuation yet")
- R: "*Nggih.*"  
 ("OK.")

(Interview, May 2<sup>nd</sup>, 2012)

In the forth meeting, it is Task 1, students were motivated and they could find ideas related their topic by using mind mapping technique. However, some students needed a long time to make a paragraph or a text. It was difficult for them to make sentences in the form of simple present tense. The evidence of that condition can be seen in the following interview which was done by the researcher to the collaborator. The following is an interview transcript that shows the students in doing Task1.

- R: "*Menurut Ibu, Task 1 dipertemuan keempat bagaimana?*"  
 ("According to you, How is Task1 in forth meting cycle 1 about?")
- C: "*Sudah lumayan, mereka sudah bisa mengumpulkan ide-ide yang mereka inginkan dengan menggunakan mind mapping technique dan mereka termotivasi, tetapi mereka menghabiskan banyak waktu ketika memulai membuat paragraph deskripsi dari ide-ide mereka tersebut. Itu disebabkan mereka masih kurang mahir dalam membuat kalimat-kalimat dalam bentuk **simple present tense**.*"  
 ("Good, students were motivated and they could find idea related their topic by using mind mapping technique. However, some students needed long time to make paragraph or text. It was because of to make sentences in the form of simple present tense is difficult for them.")

R: “*Sebaiknya bagaimana Bu?*”

(So, any idea Mam?)

C: “*Di pertemuan pertama di cycle 2 nanti, mereka perlu diberi latihan extra tentang **simple present tense** seperti mengidentifikasi dari teks deskripsi, melengkapi kalimat dengan verb and tobe, menyusun kalimat rumpang dan membuat kalimat dengan kata-kata mereka sendiri. Jadi sebaiknya di Task 2 dan task 3 nanti, setelah mereka punya ide-ide jangan langsung membuat paragraph tetapi terlebih dahulu mereka membuat kalimat-kalimat dari ide-ide mereka tersebut, kemudian mereka dapat menyusun kalimat-kalimat tersebut menjadi paragraph deskripsi yang bagus, jadi langkah demi langkah.*”

(“In the next first meeting of cycle 2, they must be given extra exercices about simple present tense like identifying text, completing sentences using verb or tobe, arranging jumbled words and making sentences by their own words. In the next Task2 and 3, the better if they make their idea into sentences and then arrange their sentences into good paragraph, so they will do it step by step.”)

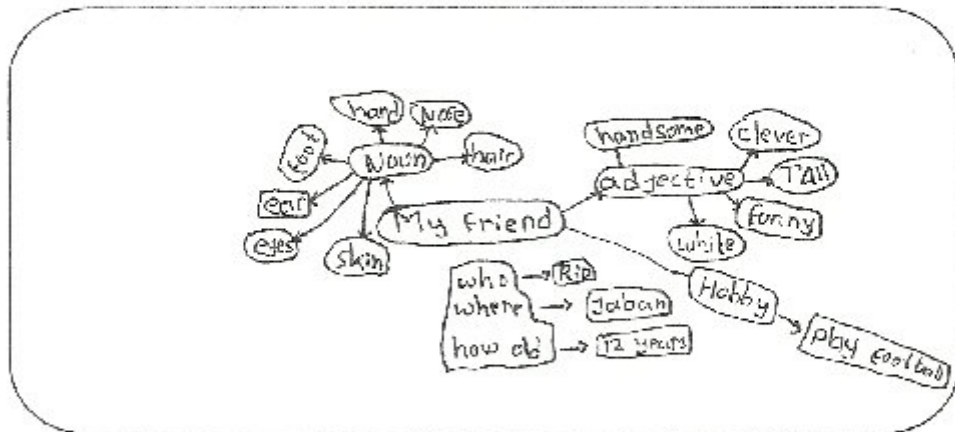
(Interview, May 7<sup>th</sup>, 2012)

Based on the interview above, it can be concluded that some students did not give active participation to the group work. It is because they had still low vocabulary and had not consulted dictionary. They had difficulty to write ideas in the form of noun phrase. There were only certain students who contributed to the group work. More over the students had difficulty in writing in the form of simple present tense and also they did not pay attention in punctuation. Regarding to that reality, the researcher and the collaborator planned to prepare the detail material and exercises about simple present tense, noun phrase and punctuation. Then, they provided students the dictionary in order to make the process run well.

After the researcher and the collaborator conducted Cycle 1, there was only a little improvement on students’ writing ability in terms of vocabulary, content, mechanics, language use and organization. The evidence is presented in the students’ writing Task 1 in the following.

Name : Arba Theryb H.  
 Class : VII D  
 St. Number : 36

Find idea of your topic using mind mapping technique.



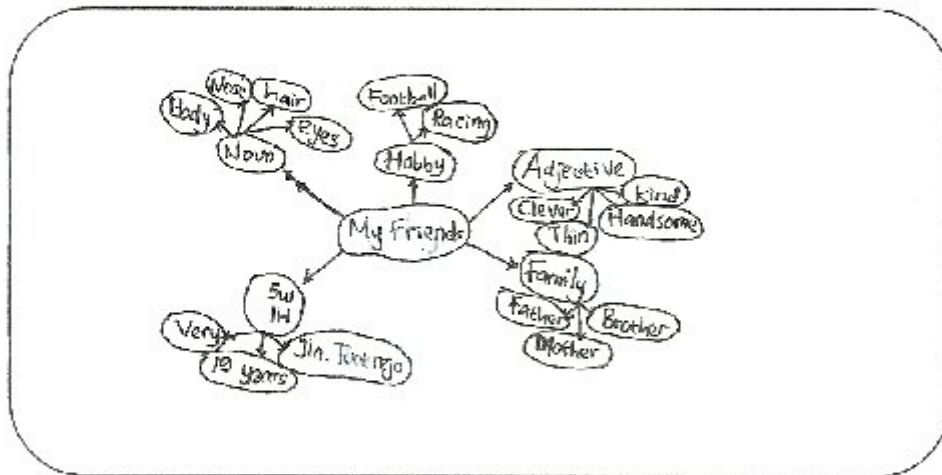
Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

### My friend

I have a friend. He is Rio. Rio is 12 years old. He has skin white. Rio live at Jaban. Rio is handsome. He has eyes. Rio is funny. He is Tall. He is clever. He has eye, foot. He hobby is play football. He has nose. He has ear.

Name : Alfi L.a Natus S  
 Class : VII D  
 St. Number : 11 (Sebelas)

Find idea of your topic using mind mapping technique.



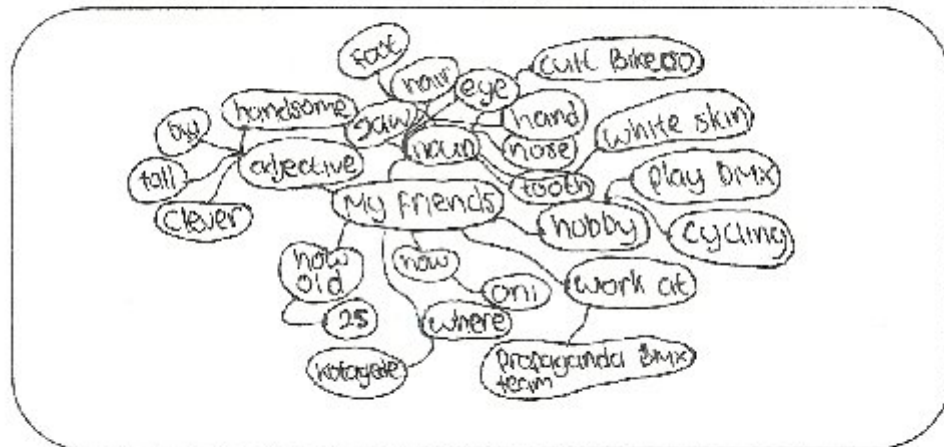
Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

### My Friends

His name is Very. Old 18 years. His lives in Jln. Juri Rego. His hobby is Racer and football. His family is father, mother, and Brother. His is clever, thin, kind, and Handsome. His have nose sharp. His have hair bald. His have eyes slanting. His my friends kind and considerate. His is sweet and tall. I Love too My Friends. The is Best Friends forever.

Name : Sujud Widiyadimoko  
 Class : VII D  
 St. Number : 28

Find idea of your topic using mind mapping technique.



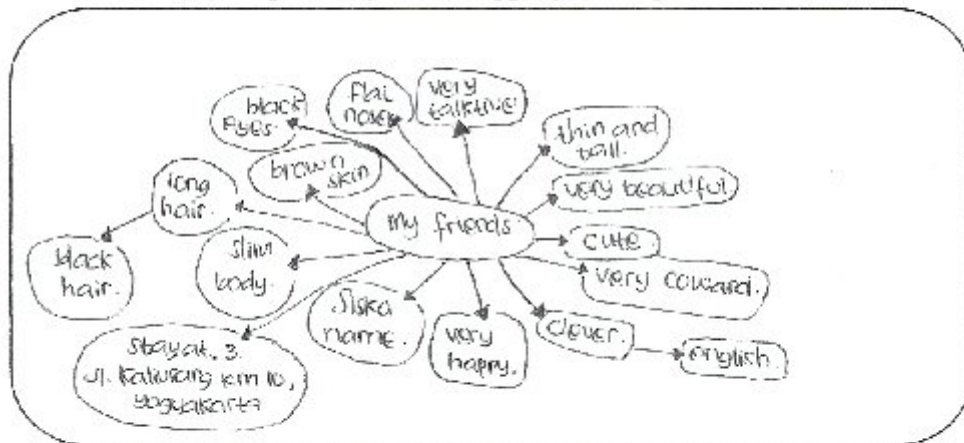
Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

### My Friends

I have a friends. He is oni. Oni is 25 years old. Oni live at kotagede. Oni has hair, eye, jaw, tooth, nose, hand, foot, white skin and cult bike. Oni is Handsome, big, tall and clever. He together play Bmx with Wendy. He Hobby is cycling and playing Bmx Street. He Not study if he work at propaganda Bmx Team.

Name	: Leticia Twa Winda
Class	: VII 7
St. Number	: 32

Find idea of your topic using mind mapping technique.



Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

My Friends

I have a friend. Her name is Siska. She is very beautiful, cute and clever. She clever english. She has slim body, brown skin, long hair, black hair, black eyes, flat nose, thin and tall. She is very coward but very happy. She stay at .3 Jl. Kalurahan km 10, bogor barat. She very talkative too. She happy about can help she parents. She help parents everyday if she sad, I always to entertain she. I happy has my friends.

Figure 4: Students' Writing of Task 1

From the students' task above, it can be seen that there are many mistakes that are made by the students. In terms of content aspect, the text almost matches to the purpose of the descriptive text, i.e. to describe a person the readers.

The mechanics is the next aspect that can be evaluated from the students' writing above. The students' writing task shows that there are mistakes in the use of capital or small letters, spellings and punctuation. Then in terms of language use, it can be seen that there are many mistakes which are made by the students. There are many mistakes in the use of tense. In terms of vocabulary, students still had lack ideas in the form of noun phrase. The same condition can also be seen in terms of organization. The students' writing is good enough, but the description has lack logical sequence and development.

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle 2 to see students' improvement in writing after conducting the mind mapping activity again in the next cycle. There were several problems in the teaching and learning process in Cycle 1. Some of them had not paid attention on their writing, especially in simple present tense form, spelling and punctuation and also lack vocabulary in the form of noun phrase.

## **2. Report of Cycle 2**

The teaching and learning process in Cycle 2 focused on teaching and learning writing about descriptive text through the use of mind mapping technique. The Cycle 2 was divided into four meetings. The reflection of the previous cycle showed no great improvement of students' ability in terms of vocabulary, content, mechanics, language use, and organization. Based on those

problems, the researcher and the collaborator arranged these three steps in the following.

### **a. Planning**

This cycle was designed in four meetings. The lesson plans were developed well by the researcher and the collaborator in order to make the process of the mind mapping in Cycle 2 run well. They also still prepared observation sheets and field notes as the instruments of getting data. Based on the problems and crucial factor, the researcher and the collaborator made out a plan of action as follows.

#### **1) Fifth Meeting**

- a) presenting a material about descriptive text to the students,
- b) assisting the students to be familiar with the simple present tense as this tense is used to producing descriptive text dominately,
- c) completing paragraph using appropriate words,
- d) asking students to arrange the jumbled words into good sentences and also made simple sentences by their own words.
- e) asking the students to write their work on the white board,
- f) observing the teaching and learning process.

#### **2) Sixth Meeting**

- a) re-grouping the students because there were some students who were needed to be moved to other group,
- b) giving detail explanations of the procedure of the mind mpping to the students,
- c) giving explanations about adjective, noun and noun phrase,
- d) identifying the adjective, noun and noun phrase of the text,
- e) completing the text using adjective,
- f) providing students practices about noun pharse,
- g) applying the mind mapping technique in teaching writing to find idea,
- h) providing students' answer sheet to practice,
- i) observing the teaching and learning process.

#### **3) Seventh Meeting**

- a) discussing the previous material about using mind mapping technique,
- b) distributing students' second task,

- c) asking students to make the previous idea into good sentences,
- d) asking students to make the sentences into good paragraph,
- e) giving chance to the students to ask question if they had gotten difficulties.
- f) collecting students' Task 2.

#### **4) Eighth Meeting**

- a) explaining the assessment criteria to the students,
- b) providing students' answer sheet to do the third task,
- c) giving the last task i.e. task 3 to the students,
- d) asking some students to write their work on the white board,
- e) collecting students' Task 3.

### **b. Action and Observation**

The action of Cycle 2 was conducted in four meetings (fifth meeting, sixth meeting, seventh meeting and eighth meeting). The detail actions are presented in the following.

#### **1) Fifth Meeting**

The fifth meeting was held on Tuesday, 8<sup>th</sup> of May, 2012. The researcher began the class by asking the captain of the class to lead a prayer, then greeting the students and checking students' attendance and After that, he gave some questions related the students life such as, "Do you have a President? Do you have a favourite artist? Do you have a favourite football player?" and then all of students said "Yes, I have."

Then the teacher distributed an example of descriptive text entitled "*Susilo Bambang Yudoyono*". First, he asked the students to read the text. After that, he asked a student to read the text. He with the students discussed the content and the meaning of the text.

After that, the teacher told the students about the parts of a descriptive text. And then the teacher and the students discussed the parts of a descriptive text and the teacher asked the students to learn about that. The teacher also explained to the students about the purpose and the parts of a descriptive text by using a white board and LCD.

After discussing the parts of a descriptive text, the students and the teacher identified the parts of the given text, i.e. the text about Susilo Bambang Yudoyono. The teacher continued the explanation about the characteristics of a descriptive text. Then, he asked the students to identify the type of tense that was used in the sentence. After the students answered that the sentence that is used the simple present tense, the teacher asked the students to identify the simple present tense verbs in the text. It was done to make them better understanding about the present form of the verbs that used in the sentences. He explained why the students had to use the simple present tense when they want to write a descriptive text.

Then he gave an exercise about the application of the simple present tense to the students. He asked them to complete a paragraph using appropriate words, arrange jumble words into good sentences and then wrote some sentences by their own word in the form of simple present tense. The teacher and the collaborator walked around the class for monitoring the students' activity. After checking the students' answers, he showed the conclusion of what should be written in a descriptive text.

The implementation of this session ran very well. The students told that they understood teacher's explanation about a descriptive text. Five minutes before the teacher ended the class, the teacher asked the students about their difficulty related to the activity and the given material. Then, the teacher ended the class.

## **2) Sixth Meeting**

The sixth meeting was held on Wednesday, 9<sup>th</sup> of May, 2012. The researcher started the class by greeting the students and checking the students' attendance. In this meeting, he reviewed the previous material for about five minutes.

Then, in this meeting he and the collaborator re-grouped the students. There were some students who were moved to other groups. Then, he started to give detail explanations of the procedure of the mind mapping to the students. After that, he gave explanation of adjective, noun and noun phrase by using LCD such as pictures of person and its descriptions in order to make students easily in finding idea. Before students did mind mapping activity, he asked students to identify the adjective, noun and noun phrase of a text, complete the text using adjective and practice about noun phrase.

After that, he started to conduct the mind mapping activity. The given topic in this sixth meeting was My Favourite Teacher. Before doing the mind mapping activity, he and the collaborator distributed a piece of paper to each student. Then, they applied the mind mapping technique in their writing to find idea in group. They seemed to be motivated and interested to write any ideas

using the technique. In this step, they were not confused to find idea, because the researcher had taught them before about how to write idea in the form of adjective, noun, noun phrase and preposition. More over they also consulted dictionary in finding their idea. Then, the students wrote the words they found in the available worksheet. In the last step, students should repeat this process until they run out of ideas.

The researcher and the collaborator observed the teaching and learning process and monitored the students' activity. After that, he asked two representatives of the group to write their topic and its idea on the white board. The last, he and the students discussed the words that were written on the white board.

There were differences of students' activities in this meeting compared to students' activities in the previous meeting. In this meeting, the students seemed to be better focusing on the teaching-learning process than the previous meeting. They seemed to be better understanding about the procedure of the mind mapping technique. They also seemed to be more active in giving their contribution to their group discussion. Students who were less active in the previous meeting seemed to be more active in this meeting. In the last five minutes, the researcher and the collaborator collected students' task and informed them that in the next meeting they would continue this activity. It was to make their idea into good sentences and then arrange their sentences into good paragraph individually. The researcher and the collaborator ended the lesson.

### **3) Seventh meeting**

The seventh meeting was held on Monday, 14<sup>th</sup> of May, 2012. In this meeting, the researcher started the class by asking the captain of the class to lead a prayer, then greeting the students and checking students' attendance. Then, he and the collaborator distributed students' task. He then asked their difficulties in finding idea in the previous meeting. After that, the researcher guided the students to check their spelling in writing their ideas.

After that, he explained activity that the students would do in this meeting. It was the second task. Then he and the collaborator asked the students to make their ideas into sentences in the form of simple present tense and then arrange sentences into good paragraph individually. Students wrote their writing on the paper provided by him. Then, the students started to make it. After collecting the second task, he asked two students to write their writing on the white board. He and students analyzed it.

In the analysis and correction stage, they did not know yet about the mistakes of their friends' writing. However, after he showed the example of mistake, then they knew their friends' mistakes in terms of grammar, punctuation and spelling. And he asked two students to come forward for correcting their friends' mistake.

Then, the researcher and the collaborator also monitored students' activity and helped them in correcting their mistakes. In the last ten minutes, he asked students to rewrite their paragraph in their writing book after the analysis-correction stage finished. By doing it, he made students to know their mistakes in

their second task and give a chance to the students to ask questions if they got difficulties. Then The researcher and the collaborator ended the class.

#### **4) Eighth meeting**

This meeting was the last meeting of Cycle 2 which was held on Tuesday, 15<sup>th</sup> of May, 2012. In this eighth meeting, the researcher began the class by asking the captain of the class to lead a prayer, then greeting and checking students' attendance. He and the collaborator conducted this last meeting to check whether the use of the mind mapping technique improved students' writing ability or not. He asked the students about their difficulties in making a descriptive text in the previous meetings. After that, he explained the assessment criteria to the students. The students seemed to be worried and nervous. However, he told them if they did their work well they would get a good score.

After that, he explained activities that the students would do in eighth meeting. It was the third task. He gave topics such as My President, My Favourite Actress or Actor, My Favourite Football Player and My Beloved Darling. The first, students choosed one of topics they want. The second, they found any ideas related their topic. The third they made their idea into good sentences. The last, they arranged the sentences into good paragraph. The activities above were done by students individually.

After students understood the activities that they would do, he asked the students to do their third task on the paper that is provided by him. Students began to find and write their any ideas related to their topic individually by using mind mapping technique. The finding ideas could run quickly. After that, he guided the

students to check their idea in spelling. The class activity during the process of the mind mapping technique was better than before. Then, the students started to make sentences and then paragraph. Students were interested in process of writing a descriptive text. Before collecting the task, the researcher and the collaborator asked two students to write their work on the white board. The students and the researcher checked those students' writings. The correction stage worked well. The researcher and the collaborator ended the class. In this activities, it ran well and the students seemed to be motivated.

### **c. Reflection**

Based on the observation in Cycle 2 that is about teaching and learning writing in descriptive text through the use of mind mapping technique, the researcher did not find significant problems. Students could find idea quickly and write descriptive text, so it did not need long time for students to start what they will write. Students' mistakes in grammar, spelling and punctuation had decreased. The vocabulary and the content increased. The improvement could also be seen in terms of language use, especially the use of the simple present tense. On the other hand, the students' motivation had increased. Their contributions in their group work were good also. They seemed to be more interest, active and cooperative with others in writing using mind mapping technique.

Based on the observation that was done in the first meeting of Cycle 2, the students could more understand the teacher's explanation about a descriptive text and in the form of simple present tense. This can be seen in the observation when

the students identified the parts of a descriptive text and did exercises of simple present tense well. Most of them knew that descriptive texts consist of the introduction that gives general information about the object and the main part that describes the object in details. They also knew the purpose of a descriptive text when the teacher asked them. In doing simple present tense form, students could identify verbs of the text, complete the text using appropriate verbs, arrange the words into good sentences and make sentences by their own words.

Besides, the evidence also can be seen in the following interviews which were done by the researcher to the collaborator and the students. The following are some interview transcripts that show the students' knowledge about a descriptive text and simple present tense form.

R: *"Bagaimana penyampaian materi tentang descriptive text di pertemuan pertama cycle2? Apakah cukup jelas Buk?"*

*("What is your opinion about the explanation of descriptive text in the first meeting of cycle2, Mom?")*

C: *"Sudah cukup jelas dan siswanya paham."*

*("It is already clear. And students understand it.")*

R: *"Kemudian bagaimana penyampaian materi tentang **simple present tense** nya Buk? Apakah jelas?"*

*("How is about the material for the explanation about simple present tense, Mom? Is it good or not?")*

C: *"Ya dengan LCD jauh lebih jelas dan lengkap, sehingga siswa lebih paham, karena juga dilengkapi dengan latihan soal-soal yang lebih lengkap dan detail dari pada sebelumnya."*

*("By using LCD it is clearer and more detail, so students can understand more, because it is also added by more extra exercises than before.")*

(Interview, May 8<sup>th</sup>, 2012)

Based on the interview above, the collaborator said that the explanation of a descriptive and simple present tense were clear. Then, the interview transcripts with the students are presented in the following.

- R: "Hallo Fifi?"  
 S: "Hallo Mr."  
 R: "*Apakah kamu paham tentang penjelasan descriptive text?*"  
 ("Do you understand the teacher's explanation about descriptive text?")  
 S: "*Iya, tambah paham.*"  
 ("Yes, I more understand it.")  
 R: "*Apakah kamu paham tentang **simple present tense**?*"  
 ("Do you understand teacher's explanation about simple present tense?")  
 S: "*Iya, tambah paham, Mr.*"  
 ("Yes, I more understand it, Mr.")

(Interview, May 8<sup>th</sup>, 2012)

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- R: "How are you, Faza?"  
 S: "Fine, and you Mr?"  
 R: "Fine, thanks. *Faza, apakah kamu paham tentang descriptive text?*"  
 ("Do you understand about descriptive text?")  
 S: "*Paham, Mr.*"  
 ("I understand, Mr.")  
 R: "*Kemudian ketika dikasih penjelasan tentang **simple present tense**, jelas atau tidak?*"  
 ("Then, how is about the explanation about simple present tense?")  
 S: "*Juga paham, Mr.*"  
 ("I also understand, Mr.")  
 R: "Good, thank you, Faza"  
 S: "Your welcome, Mr."

(Interview, May 8<sup>th</sup>, 2012)

Based on the interview transcripts above, it can be seen that the teacher's explanation about a descriptive text and simple present tense were clear. The data were obtained by democratic and dialogic validity. The researcher did collaboration and reflection with the other English teacher, and the students as the

data resources to give their opinion, response, comment, ideas and suggestion about the implementation of the actions.

Then, based on the observation that was done in the second meeting of Cycle 2, the researcher and the collaborator moved some students to the other group. It was done in order to make the process of the mind mapping technique could run well. So the activity was the better than before. In this meeting, the students understood the procedure in mind mapping technique and how to make idea in the form of noun phrase, moreover they consulted dictionary, so the students became more active. In the action and observation part of second meeting, it could be seen that the process of the technique could run well. The evidence also can be shown in the interview transcript in the following.

R: "Hallo, good morning."

Ss: "Good morning, Mr."

R: "*Bagaimana pertemuan hari ini?*"

(What do you feel in this meeting?)

Ss: "*Enak Mr.*"

(“It is interesting, Mr.”)

R: "*Kenapa kok enak?*"

(“How can be?”)

Ss: "*Bisa kerjasama dalam mengumpulkan ide-ide dan juga sudah bisa membuat noun phrase Mr.*"

(“We can find **idea in the form of noun phrase** in group.”)

R: "*Sudah kalian paham dengan langkah-langkah dalam mind mapping technique?*"

(“Have you understood about **the steps in mind mapping technique**?”)

S1: "*Iya, lebih paham, karena sama dengan minggu kemarin Mr*"

(“Yes, I have more understood, because the activity is the same as the activity in last week, Mr.”)

S2: "*Iya, paham Mr, karena cara-caranya sama kaya minggu kemarin*"

(“Yes, I have understood, Mr, because the steps are the same as the steps in last meeting.”)

R: "*Iya, kemudian apakah kamu sudah bisa mengumpulkan ide-ide yang kamu inginkan*"?

(“Yes, then have you found the idea you want?”)

Ss: *“Ya Mr, sudah bisa juga menuliskan ide-ide yang berupa noun phrase.”*  
 (“Yes, Mr, I can write idea in noun phrase form, Mr.”)

(Interview, May 9<sup>th</sup>, 2012)

Based on the interview transcripts above, it can be seen that the teacher’s explanation about mind mapping technique was clear.

In the third meeting of Cycle 2, students did task 2. They had paid attention in punctuation like fulstop, coma and capital letter when they wrote idea into sentences and arrange sentences into paragraph. The evidence of that condition can be seen in the following interview which was done by the researcher to the collaborator. The following is an interview transcript that shows the students in their writing.

R: *“Bagaimana menurut Ibu mengenai Task 2 di Cycle 2?”*  
 (“What do you think about Task 2 in Cycle 2?”)

C: *“Ya lumayan bagus. Siswa sudah menggunakan punctuation dengan baik”*  
 (“It is good. The students have used punctuation well”)

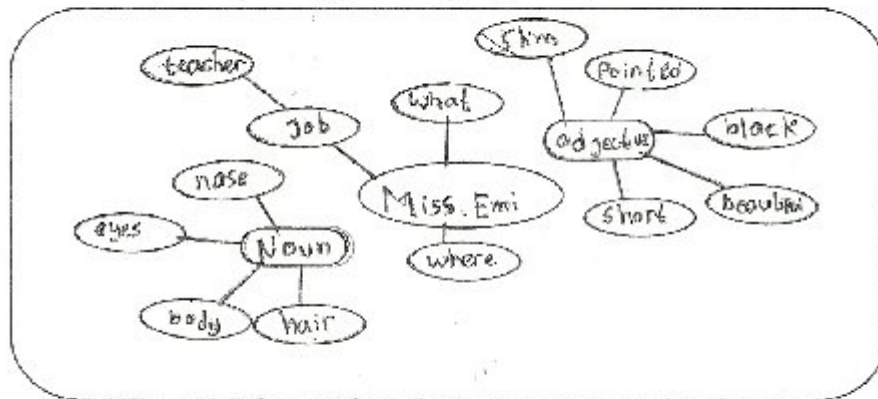
R: *“Ya Buk.”*  
 (“OK.”)

(Interview, May 14<sup>th</sup>, 2012)

The improvement of the students’ writing ability can be seen in the students’ task below. The following task is the examples of students’ writing in the second task.

Name : Anka Thuyb H.  
 Class : VII D  
 St. Number : 36

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

- |   |                                      |
|---|--------------------------------------|
| 1. Her full name is Agustina Emi Indarti. | 6. She has black eyes.               |
| 2. She was born in Bantul.                | 7. She has slim body and light skin. |
| 3. She is beautiful.                      | 8. She has a pointed nose.           |
| 4. She is my English teacher.             | 9. She is kind.                      |
| 5. She is 52 years old.                   | 10. She live in soropadan            |

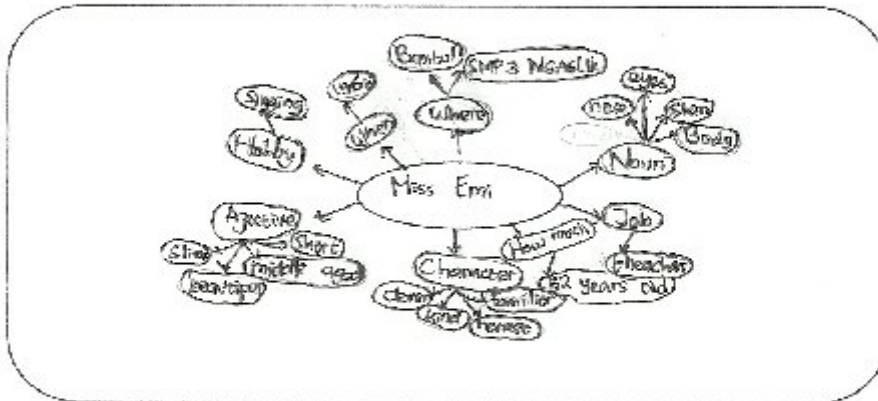
Reconstruct:

Miss Emi

I have an English teacher. Her name is Agustina Emi Indarti. Nick name is Miss Emi. She lives in soropadan Depok, Sleman. She was born in Bantul on 25 Agustus 1960. She has slim body and light skin. Her has black eyes. Her hobbies are reading, singing, and writing. She has short hair. She teaches English at Smp 3 ngaglik. I love Miss Emi.

Name : ALFI I.A. NATUS S.  
 Class : VIII D  
 St. Number : 11

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. She is teacher at SMP 3 NGAGLIK. Her hobby is singing.
2. She is clever.
3. She is kind.
4. Miss Emi has a pointed nose.
5. Miss Emi has black eyes.
7. She is beautiful.
8. She is English teacher.
9. Miss Emi is from Bantul.
10. Miss Emi is middle aged.

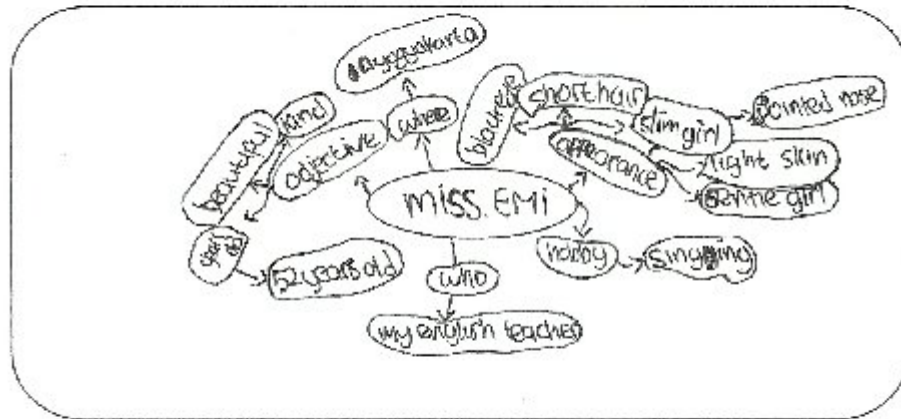
Reconstruct:

Miss Emi

Miss Emi is English teacher at SMP 3 NGAGLIK. She was born in Bantul, Yogyakarta on 25 August 1960. She lives in Sersopdan cc XII 119 A Depok, Sleman, Yogyakarta. Miss Emi is 32 years old. Her hobby is singing. She has a pointed nose, black eyes, and light skin. She has slim body. She is beautiful, middle aged, and smart. She is kind, honest, and clever. Miss Emi is familiar.

Name : Syaid Widiyadimatio  
 Class : VII D  
 St. Number : 28

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. Miss EMI is my English Teacher.
2. She lives in Yogyakarta.
3. She is a light skin.
4. She is kind.
5. She is 52 years old.
6. She hobby is singing.
7. She is black eyes.
8. She is short hair.
9. She is slim girl.
10. She is gentle girl.

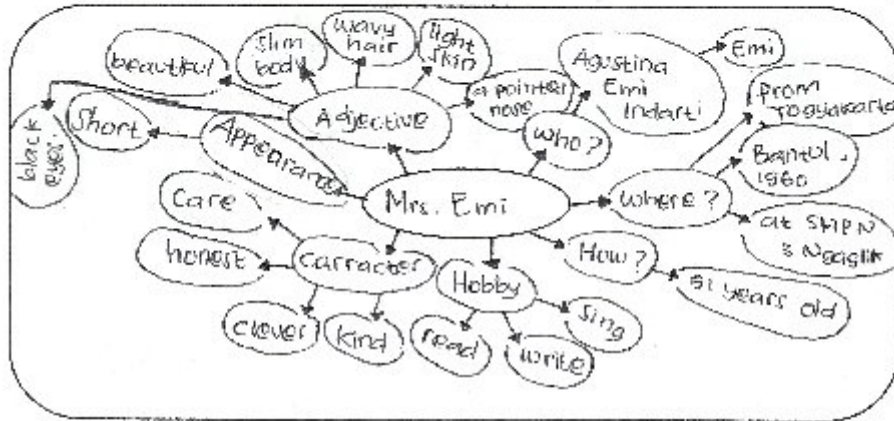
Reconstruct:

Miss EMI

Miss EMI is my English teacher. She lives in Yogyakarta. She is 52 years old. She is kind and beautiful. She hobby is singing. She has short hair, black eyes, light skin, and pointed nose. She is a the good teacher. and she works at SMPN 3 NGABLIK. She born 1960 of beautiful and she have a oval face.

Name : Litania Two Winda  
 Class : VII D  
 St. Number : 32

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. She is Agustina Emi. I.
2. She from Yogyakarta.
3. She is 51 years old.
4. She teaches english at SMPN 3
5. She was born in Bantul, 1960.
6. Her hobbies are singing, writing,
7. She wear round eyes.
8. She is beautiful girl.
9. She has black eyes.
10. She has slim body.

Reconstruct:

Mrs. Emi

I have an English teacher. Her name is Agustina Emi Indarti. She lives in Yogyakarta. She was born on 25 August 1960 in Bantul. She teaches English at SMPN 3 Ngaglik. Her hobbies are singing, writing, and reading. Miss Emi is a beautiful girl. She has black eyes, slim body, light skin, a pointed nose and black eyes. Miss Emi are kind, clever, honest, and care. She has wavy hair. She teaches the english clearly. We love Mrs. Emi very much.

Figure 5: Students' Writing of Task 2

From the students' second task above, it can be seen that the student still made some mistakes. In terms of content aspect, the ideas have been included in the text. Besides, the text matches to the purpose of the descriptive text, i.e. to describe person the readers.

The mechanics is the next aspect that can be evaluated from the students' writing above. The student's writing task shows that there are still a few mistakes in the use of capital or small letters, spellings and punctuation. Then in term of language use, it can be seen that there are still a few mistakes which are made by the student. There are a few mistakes in tense. In terms of vocabulary, students had ideas in the form of noun phrase. The vocabulary aspect of the student's writing is improved. The organization aspect of the student's writing is improved.

And then, The forth meeting of Cycle 2 was conducted by the third task. It was the last task which was given to the students by conducting the mind mapping technique. This task was given to check whether or not the students' writing ability be improved through the use of the mind mapping technique.

In fact students were motivated and they could find idea related their topic by using mind mapping technique. Students did not need long time to make descriptive text. It was because of to make sentences in the form of simple present tense is not difficult for them. They also had paid attention in punctuation like fulstop, coma and capital letter when they wrote idea into sentences and arrange sentences into good paragraph. The evidence of that condition can be seen in the following interview which was done by the researcher to the collaborator. The following is an interview transcript that shows the students in doing Task 3.

- R: “*Menurut Ibu, Task 3 dipertemuan keempat cycle 2 bagaimana?*”  
 (“According to you, How is Task3 in forth meting of cycle 2 about?”)
- C: “*Lumayan lebih bagus, mereka bisa dengan cepat mengumpulkan ide-ide yang mereka inginkan dengan menggunakan mind mapping technique dan mereka juga termotivasi. Mereka tidak membutuhkan banyak waktu ketika memulai membuat text deskripsi dari ide-ide mereka tersebut. Mereka lebih paham dalam membuat kalimat-kalimat dalam bentuk **simple present tense**.*”  
 (“Good, students were motivated and fast they could find idea related their topic by using mind mapping technique. Students did not need long time to make text. They more understood to make sentences in the form of simple present tense.”)

(Interview, May 15<sup>th</sup>, 2012)

In addition, before doing the task, he also explained the assessment criteria to the students in order to make the students more serious to their writing. The evidence is presented in the interview transcripts in the following.

- R: “*Terus bagaimana dengan tulisanya Buk?*”  
 (“What is your opinion about their writing in Cycle 2, Mam?”)
- C: “*Bagus, karena sebelumnya sudah dijelaskan dulu ke anak-anaknya tentang assessmenya biar mereka tahu. Jadi mereka bisa lebih teliti ke **spellingnya, punctuationnya, grammarnya, dst.***”  
 (“It is good, because the students have understood about the assessment. So they can be more careful to the spelling, punctuation, grammar, and so on.”)
- R: “Yes, Mam.”

(Interview, May 15<sup>th</sup>, 2012)

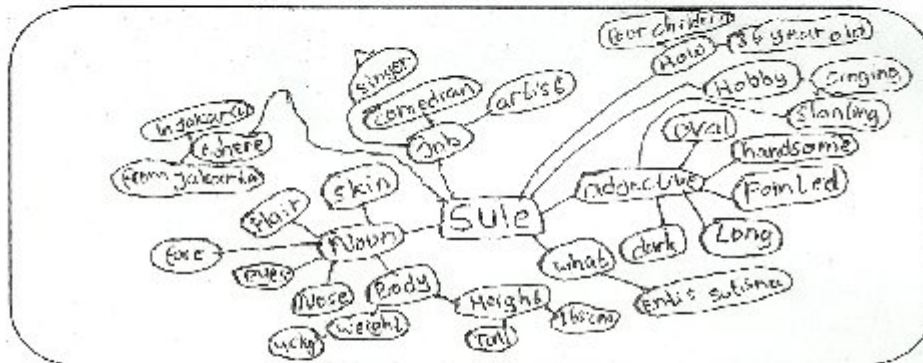
In fact, the improvement of the students’ writing ability can be seen in the students’ task below. The following task is the examples of students’ writing in the third task.

Name : Arba Thoyib H

Class : XII.P

St. Number : 36

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. His full name is Entis Subisna.
2. He is handsome.
3. He is tall.
4. Nick name is Sule.
5. Sule is comedian.
6. He is 36 years old.
7. He lives in Jakarta.
8. His hobby is singing.
9. He has a pointed nose.
10. His hair is long.
11. His height is 165 cm.
12. He has a royal face.
13. His weight is 45 kg.

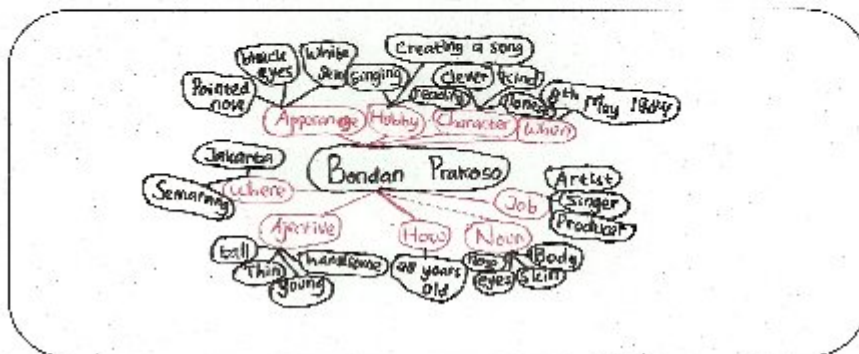
Sule

I have a favorite artist. His full name is Entis Subisna. Nick name is Sule. Sule was born in West Java on 1976. Now he lives in Jakarta. He is 36 years old and has four children. He is one of Opera Van Java.

Sule is handsome. He is tall, about 165 cm. Sule is comedian, singer, and artist on TRANS 7. He has slanting nose. He has dark skin and a pointed nose. His weight is 45 kg. I love Sule.

Name : Alfi. Ica. Natus S.  
 Class : VII D  
 St. Number : 11 (Sebelas)

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. He is tall.
2. He is thin.
3. He is young.
4. He is handsome.
5. Bandan is a artist.
6. Bandan is a singer.
7. Bandan is a producer.
8. He has black eyes.
9. He has white skin.
10. Bandan is clever.
11. Bandan is kind.
12. His hobby is singing.
13. His hobby is reading.

#### Bandan Praso

Bandan Praso is an artist. He is a singer and producer. He was born in Semarang, May 8, 1984. Bandan is now living in Jakarta. He is 28 years old. His nick name is Bandan.

He is kind. He is clever and honest. His hobby is singing. His hobby is creating a song and reading. Bandan has a pointed nose, black eyes, black hair, and white skin. Bandan has thin body. Bandan is tall, thin, young, and handsome. His father's name Sisco Barbara. His mother's name Yulianingsih.

Name	Syud Widayemoto
Class	VII R
St. Number	28

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

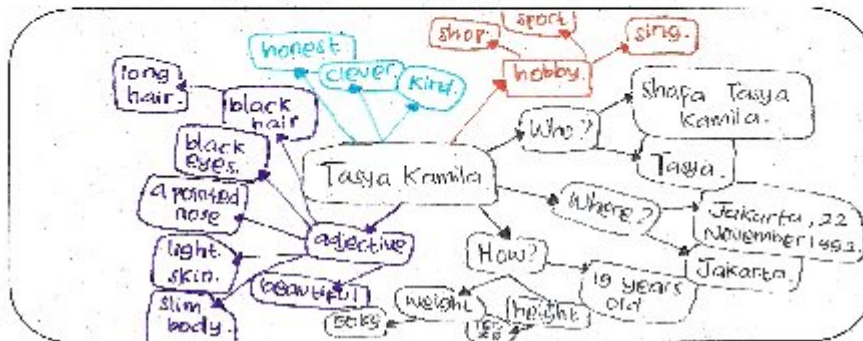
1. His name is Ronaldo.
2. He is a light skin.
3. He is a black hair.
4. He is a tall.
5. He is a handsome.
6. His job is in Real Madrid.
7. He work is football player.
8. He is attractive.
9. His nationality is Portugal.
10. He is selfish.
11. He is charming.
12. His region is Kristen.
13. He playing position is striker.
14. He is short brown.

#### Cristiano Ronaldo

I have favourite football player. He full name is Cristiano Ronaldo. His nickname is Ronaldo. His nationality is Portugal and his region is Kristen. Cristiano Ronaldo is a handsome but selfish. He has black hair, short brown, black eyes, and light skin. He work is football player. His hobby is play football, and his popular. He club in Real Madrid he playing position is striker. He is clever, strong, charming, calm, attractive and he tall. I'm like Cristiano Ronaldo and I'm very like his a playing football.

Name : Liliana Toso Winda  
 Class : VII D  
 St. Number : 32

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. She is Shafa Tasya Kamila.
2. Her nickname is Tasya.
3. She lives in Jakarta.
4. She was born in Jakarta, 22 Nov 1993.
5. She is 19 years old.
6. She has a pointed nose.
7. She has light skin.
8. She is clever.
9. She is honest.
10. She is kind.
11. She has black hair.
12. She has slim body.
13. She is a beautiful girl.

Tasya Kamila.

I have a favorite artist, her name is Shafa Tasya Kamila. Her nickname is Tasya. She was born in Jakarta, November 22, 1993. She now lives in Jakarta. Her age 19 years old.

She is clever, kind, and honest. She has slim body, black hair, black eyes and light skin. She has a pointed nose. She is tall, about 158 cm. Her weight is 50 kg. Her hobby is singing, shopping and sport. Her hobby is cooking. Her religion is Islam. She is a beautiful girl. I love her because beautiful and clever.

Figure 6: Students' Writing of Task 3

From the students' third task above, it can be seen that there are improvements on the students' writing ability. In term of content aspect, the ideas have been included in the text. Besides, the text matches to the purpose of the

descriptive text, i.e. to describe person the readers. It is relevant to the purpose of descriptive text.

The mechanic is the next aspect that can be evaluated from the students' writing above. The students' writing task show that though there are still few mistakes in the use of capital or small letters, spellings and punctuation, the students' writing is better than in the two previous tasks. Then in term of language use, it can be seen that the students' language use were improved although there are still few mistakes which were made by the students. However, their language use and vocabulary are better than in the previous tasks. Then in term of organization aspect, the student's writing was improved.

The other evidences of that improvement are also supported by the collaborator's statements in the process of interview. The interview transcripts are presented below.

The first improvement is in term of content. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. This conclusion is also supported by the interview transcript in the following.

R: *"Bagaimana mengenai isinya, Buk?"*

(*"What do you think about the content, Mam?"*)

C: *"Mereka sudah bisa menuliskan hal-hal pokok tentang isi deskripsinya, jadi ya bagus."*

(*"They already could write the content of the description. So, that is good."*)

(Interview, May 15<sup>th</sup>, 2012)

The next improvement can be seen in term of mechanics aspect. The students' ability in using punctuation was increased. Some students became very

careful in terms of punctuation and spellings. It is also supported by the interview transcript in the following.

- R: “*Kalau mengenai punctuation Bu?*”  
 (“What is your opinion about the **punctuation**, Mam?”)
- C: “*Punctuation, untuk beberapa anak menjadi sangat teliti, tapi ya masih ada yang belum.*”  
 (“Some students become very careful in term of punctuation, but there are still few of them not yet.”)
- R: “*Kemudian mengenai spellingnya Bu?*”  
 (“Ok, then how is about the **spelling**, Mam?”)
- C: “*Spellingnya, hanya beberapa anak yang kurang teliti.*”  
 (“There are only few students who are careless in term of spelling.”)
- R: “Yes, Mam”
- C: “*Itu karena kecerobohan dan kurang teliti begitu.*”  
 (“It is because of their carelessness and they are less careful on their spelling.”)

(Interview, May 15<sup>th</sup>, 2012)

The third improvement can be seen in term of language use aspect. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. That statement can be supported by the interview transcript in the following.

- R: “*Sekali lagi, agaimana menurut pendapat Ibu mengenai Task terakhir pada pertemuan terakhir kemarin?*”  
 (“Once more, what is your opinion about the last task in the last meeting?”)
- C: “*Iya meningkat, kemarin yang Task terakhir itu kelihatan sekali jika dibandingkan dengan task yang pertama. Kalau yang pertama, hasil kerjanya boleh dikatakan minim bahkan belum ada. Kemudian dilihat dari Task yang kedua dan yang terakhir, memang sudah ada peningkatan. Setidaknya peningkatan dalam hal, kalimatnya bisa terbaca, bukan asal-asalan walaupun masih ada sedikit kesalahan.*”  
 (Yes, it is increasing. The last task shows a clear increase compared to the first task. It can be said minimum in the first task, even there is nothing. Then if we compare the second and the third task, there is an increase at least they can produce readable sentences though there is still few mistakes in the **language use**.”)

(Interview, May 15<sup>th</sup>, 2012)

The next aspect that is increased is the organization aspect. It is supported by the interview transcript in the following.

- R: “*Kalau **organizationnya**, apakah sudah bagus Bu?*”  
 (“They did in term of organization well, right?”)  
 C: “*Iya, kelihatan sekali.*”  
 (“Yes, it is seen clearly.”)

(Interview, May 15<sup>th</sup>, 2012)

The last aspect that is increased is the vocabulary aspect. The vocabulary aspect is the last aspect in this research. The improvement of this aspect is clearly supported by the interview transcript in the following.

- R: “*Bagaimana mengenai **vocabulary nya** Bu?*”  
 (“What is your opinion about the vocabulary aspect, Mam?”)  
 C: “*Iya jelas ada peningkatan.*”  
 (“Yes, there is improvement.”)

(Interview, May 15<sup>th</sup>, 2012)

Based on the observation in Cycle 2, students’ writing ability had improved. The students’ writing ability can be improved by using the mind mapping technique. This statement is also supported by the interview transcript in the following.

- R: “*Jadi bisa disimpulkan bahwa **mind mapping technique** ini bisa digunakan untuk meningkatkan kemampuan menulis siswa ya Bu?*”  
 (“So, it can be concluded that the mind mapping technique can be used to improve students’ writing ability, right?”)  
 C: “*Iya, betul sekali*”  
 (“Yes.”)

(Interview, May 15<sup>th</sup>, 2012)

## **B. The Result of the Research**

The result of this research consists of qualitative and quantitative data. The qualitative data deals with the general findings of the research in each cycle, while the quantitative data presents students' writing scores in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> tasks. The findings that the researcher obtained in a series of the use of the mind mapping are the following:

### **1. Cycle 1**

Based on the result of the research in Cycle 1, the use of mind mapping technique can improve students' writing ability in four aspect. The reseracher made out a conclusion of research result as follows.

- a. In the content aspect of writing, the content of students' writing was mostly relevant to the points of the mind mapping technique but lacks detail information. Their writing almost matched the purpose of a descriptive text.
- b. In the mechanics aspect, some students used appropriate conventions in the text, but the others had some errors of spelling, punctuation and capitalization.
- c. In the organization aspect, the students produced a paragraph, but the description has not been fluent and has lack logical sequencing and development.
- d. In the language use aspect, some students made sentences using the simple present tense form but the others still had difficulties in the use of simple present tense. They had frequent errors of tense.

- e. In the vocabulary aspect, most students found idea related to the topic but they had difficulty to write idea in noun phrase form. They were little knowledge of English vocabulary. More over they did not consult dictionary.

## **2. Cycle 2**

Based on the result of the research in Cycle 2, the use of mind mapping technique can improve students' writing ability in four aspect. The reseracher made out a conclusion of research result as follows.

- a. In the content aspect of writing, students understood the components and the purpose of a descriptive text. So the content is relavant to the points of the mind mapping and it matched the purpose of a descriptive text.
- b. In the mechanics aspect, students knew the correct conventions in the text. So they had few errors of spelling, punctuation and capitalization.
- c. In the organization aspect, students produced a well-organized text.
- d. In the language use aspect, students made sentences using the simple present tense, but they still had few errors of tense.
- e. In the vocabulary aspect, students found idea in the form of noun phrase, ajective and preposition related to their topic.

### 3. Summary of Cycle 1 and Cycle 2

The result of this research is summarized in the following table.

Table 4: **Research Result**

Aspects	Cycle 1	Cycle 2	
	Task 1	Task 2	Task 3
<b>Content</b>	Some students did not understand yet about components, the purpose and the language features of a descriptive text.	Students understood about the components and the purpose of a descriptive text.	All students understood the components, the purpose and the language features of a descriptive text. They also had better understanding of the process of how to write a descriptive text by using the mid mapping technique.
<b>Language use</b>	Students had difficulties and many errors in using the simple present tense.	Students were able to make sentences by using the simple present tense, but they still had some errors of tense	Students were able to make sentences by using the simple present tense, eventhough some of them still had few errors of tense
<b>Mechanics</b>	Some students made many errors in their spelling, punctuation and capitalization (convention).	Students were able to use appropriate mechanics eventhough they had a few errors in their spelling, punctuation and capitalization	Students were able to use appropriate mechanics or convention. However few students had still few errors.
<b>Organization</b>	Students were able to produce a paragraph.	Students were able to produce a text in an appropriate organization.	The most students were able to produce a well-organized text.
<b>Vocabulary</b>	Students were not able to find ideas in the form of noun phrase. They had low vocabulary.	Students were able to find ideas in the form of noun phrase. Moreover they consulted dictionary.	All students were able to find many ideas, adjective, noun, preposition and noun phrase.

### 4. Students' Score

In this part, the researcher discusses the result of students' score as performed in Task 1, Task 2 and Task 3. The discussion is related to the students' mean score in five aspects, i.e. content, mechanics, language use, organization and

vocabulary. Each table presents the mean score of each aspect as displayed in the following table.

**Table 5: Mean Scores of the Five Aspects**

<b>Aspects</b>	<b>Mean Scores</b>		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Content</b>	19.07	23.75	27
<b>Language use</b>	13.69	17.97	20.09
<b>Mechanics</b>	2.82	3.36	4.41
<b>Organization</b>	13.07	16.54	18.11
<b>Vocabulary</b>	14.15	15.97	18.21

In reference to the table above, the students' ability in five aspects of writing improved after the mind mapping technique was applied. Students' gain score from Task 1 to Task 3 in the content aspect is 7.93; in the language use aspect is 6.4; in the mechanics aspect is 1.59; in the organization aspect is 5.04. and in vocabulary aspect is 4.03. The data were obtained by democratic and outcome validity. The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborator analyzed the success the actions. In this research, the processes will be related to the improvement of students' writing ability with the use of mind mapping technique. Each table presents the gain score of each aspect as displayed in the following table.

Table 6: **Gain Scores of the Five Aspects**

<b>Aspects</b>	<b>Gain Scores</b>
	<b>Task 1 to Task 3</b>
<b>Content</b>	7.93
<b>Language use</b>	6.04
<b>Mechanics</b>	1.59
<b>Organization</b>	5.04
<b>Vocabulary</b>	4.03

### **C. The Interpretation of the Findings**

Beside the result above, there were some additional findings obtained during the research. The additional findings were presented in the following.

1. The use of the mind mapping technique made the students more enthusiastic in finding idea they want easily.
2. The use of the mind mapping technique motivated students to write because they just find any idea they want before starting to write. Moreover they worked in groups in finding their idea related to the topic so that they can share with the others.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter is divided into three sections. They are conclusions, implications and suggestions. The explanation of each point is presented in the following.

#### **A. Conclusions**

In reference to the data analysis in this research, the conclusions could be drawn from the implementation of this research. In this research, the use of mind mapping technique was able to improve students' writing ability. By the technique the students did the steps of implementation as follows:

1. Wrote the topic and draw a circle around it.
2. Wrote any ideas about the topic in circles around the main circle.
3. Connected the ideas to the center word with a line.
4. Thought about every of their new ideas, wrote more related ideas in circles near the new ideas, and then connect them.
5. Repeated this process until they ran out of ideas.

Students did everything in mind mapping technique and any additional activities such as writing sentences based on their ideas and arrange the sentences into paragraph.

The use of mind mapping technique was able to improve the students' writing ability in descriptive text at SMPN 3 Ngaglik, because students were able to find ideas related their topic easily before they start to write descriptive text and the technique was able to help students generating and organizing ideas quickly. Now they do not need long time to start their writing. To support this result, there

are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows.

1. The mind mapping technique can be applied in the teaching and learning process of writing and can increase the students' motivation and writing.
2. Mind mapping technique supported by other actions were effective to minimize their writing problems in five aspects of writing, which include vocabulary, content, language use, mechanic and organization.
3. The use of mind mapping technique gives an opportunity for the students to be able to come up ideas and makes students easy to start what they are going to write.

In terms of quantitative data, the improvement of students' writing ability is supported by students' writing scores as performed in the task that was given. The tasks which were given are task 1, task 2 and task 3. The mean value of task 1 was 62.75. Meanwhile, task 2 was 71.13 and task 3 was 82.94. Therefore, the improvement from task 1 to task 3 was 20.19.

In summary the use of the mind mapping technique is believed to be effective to improve students' writing ability at SMPN 3 Ngaglik.

## **B. Implications**

The results of the research give some implications to the research members. The implications of the actions are as follows.

1. The use of the mind mapping technique was able to improve writing ability of grade VIID students of SMPN 3 Ngaglik. It is because students' writing ability is involved in the brainstorming to get many ideas. It implies that the teacher needs to use the mind mapping technique.
2. The use of the mind mapping technique at grade VIID of SMPN 3 Ngaglik was able to improve the students' motivation and participation in group. It implies that the teacher needs to use this technique because it was able to improve students' motivation and participation in the English teaching and learning process of writing.

In the other words, this study implies the importance of the use of mind mapping technique toward the students' writing ability. The result of this study shows that the use of mind mapping technique has a good effect in improving the writing ability of grade VIID students of SMPN 3 Ngaglik. The importance can be also seen from the collaborative aspect. By collaborative works, the students shared their knowledge with others while the teacher acted as a facilitator who corrected the students' writing.

## **C. Suggestions**

After conducting this research, the researcher offers several recommendations for the English teachers, the students and other researchers. The recommendations are presented in the following.

### 1. For the English Teachers

It is essential for the teacher especially the English teachers in SMPN 3 Ngaglik to improve students' writing ability. The teacher needs to use an appropriate technique to teach writing and to give feedback for students. It is very useful and better for the teacher to use and apply the mind mapping technique in teaching writing.

### 2. For the Students

The students are suggested to use mind mapping technique in the teaching and learning process of writing. The use of mind mapping facilitates the students to explore their knowledge and to improve their ability.

### 3. For Other Researchers

This study is intended to describe how the use of mind mapping technique can be applied to improve the students' writing ability. It is realized that this study only gives an emphasis on the use of mind mapping technique. This study may be used as one of the reading sources before the researchers do action research related to the development of the students' writing ability. Therefore, the other researchers who will conduct similar research need to be well-prepared, so the research can run well.

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## FIELD NOTES

### Field note 1

Rabu, 1 Februari 2012/ 09.00-10.00

1	R meminta ijin kepada Kepala Sekolah untuk mengadakan class observation untuk melaksanakan penelitian di sekolah tersebut.
2	Kepala Sekolah menghubungi guru Bahasa Inggris.
3	Guru bahasa Inggris datang ke ruang Kepala Sekolah dan menanyakan maksud R.
4	R menyampaikan maksudnya untuk mengadakan class observation di sekolah tersebut.
5	R dan guru bahasa Inggris berdiskusi mengenai kelas yang akan dipakai.
6	R dan guru sepakat bahwa kelas yang akan dipakai adalah kelas tujuh.

### Field note 2

Senin, 6 Februari 2012/ 07.00-11.00

1	R menemui guru Bahasa Inggris( yang selanjutnya akan disebut Collaborator) di ruang guru.
2	C mengajak R untuk class observation di kelas tujuh.
3	R kemudian melaksanakan class observation.
4	Jam 7.00 guru masuk ke kelas. Masih ada siswa yang di luar kelas. Guru mempersiapkan diri. Guru meminta ketua kelas untuk memimpin doa. Siswa berdoa. Guru menyapa siswa/greeting. Guru melihat kehadiran siswa.
5	Guru memberikan vocabulary list. Kmudian minta siswa untuk mencari arti dari masing-masing kata tersebut. Guru memberi waktu untuk mengerjakan.
6	Setelah melaksanakan class observation, R mewawancarai guru dan siswa-siswa kelas VIID mengenai kesulitan mereka dalam proses belajar mengajar bahasa Inggris.
7	C mengatakan bahwa siswa kelas VIID memiliki kemampuan menulis yang masih rendah. Hal tersebut bisa dilihat dari kegiatan menulis siswa tadi. Mereka masih kurang dalam hal spelling, punctuation, capitalization, menyusun kalimat, dan sebagainya.
8	R dan C kemudian berdiskusi dan sepakat untuk mengambil permasalahan yang berkaitan dengan kegiatan menulis.

**Field note 3**

Selasa, 7 Februari 2012/ 09.00-09.30

1	R menemui C di ruang guru untuk mendiskusikan masalah-masalah yang ada di kelas VIID.
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**Field note 4**

Rabu, 8 Februari 2012/ 09.00-09.30

1	R menemui C di ruang guru.
2	R dan C diskusi masalah-masalah yang akan diteliti dan teknik yang akan digunakan.

**Field note 5**

Senin, 13 Februari 2012/ 09.00-09.30

1	R menemui C di ruang guru.
2	R dan C diskusi tentang proposal penelitian yang mencakup masalah yang akan diteliti dan teknik yang akan digunakan.

**Field note 6**

Selasa, 14 Februari 2012/ 08.30-09.00

1	R menemui Kepala Sekolah dan menyampaikan maksudnya untuk mengadakan penelitian di SMPN 3 Ngaglik.
2	R juga menyampaikan kepada Kepala Sekolah bahwa penelitian tersebut berdasarkan masalah yang ditemukan pada saat R mengadakan preliminary class observation pada tanggal Februari 2012.
3	Kepala Sekolah mempersilakan R untuk mengadakan penelitian.
4	R mengucapkan terima kasih.

**Field note 7**

Rabu, 15 Februari 2012/ 11.00-11-30

1	R menemui Collaborator. R menyampaikan bahwa berdasarkan diskusi yang telah dilakukan bersama dengan C beberapa waktu lalu mengenai masalah yang ditemukan dalam <i>preliminary class observation</i> , maka R akan melakukan penelitian di sekolah tersebut di kelas VIID.
2	R memohon izin dan bimbingan kepada C.
3	R mendiskusikan RPP yang akan digunakan pada pertemuan pertama dengan C.
4	R kemudian mendiskusikan waktu untuk pertemuan pertama dengan C.
5	R dan C sepakat bahwa pertemuan pertama akan dilaksanakan pada Senin, 30 April 2012.

**Field note 8**

Senin, 30 April 2012/ 06.45-08.45

1	R datang ke sekolah untuk melakukan persiapan.
2	Pada hari itu pelajaran Bahasa Inggris dikelas VIID dimulai pada jam pertama sampai jam kedua yaitu pada pukul 07.15-08.45
3	R menemui C. Kemudian R dan C menuju ruang kelas VIID.
4	C masuk kelas terlebih dahulu.
5	R menunggu di luar kelas VIID.
6	C mengatakan kepada siswa VIID bahwa hari itu akan ada penelitian di kelas mereka.
7	C mempersilakan R untuk masuk.
8	R masuk dan menyampaikan maksud dan tujuannya di kelas VIID.
9	R kemudian memulai pelajaran hari itu dan menyampaikan materi tentang <i>descriptive</i> teks.
10	R bertindak sebagai guru di pertemuan pertama ini.
11	Guru memulai proses belajar mengajar dengan membuka pelajaran dan meminta salah satu siswa untuk memimpin doa dengan menggunakan Bahasa Inggris, kemudian guru menyapa siswa-siswi dan guru kemudian mengecek kehadiran siswa dengan memanggil siswa satu per satu.
12	Kemudian guru memberikan pertanyaan kepada siswa yang berkaitan dengan kehidupan siswa, seperti "Do you have a family? Do you have father, mother, sister, brother, uncle, aunt, nephew, niece, grandfather and grandmother?"
13	Kemudian guru memberikan contoh teks <i>descriptive</i> yang berjudul "Mr. Danu and My Friend". Kemudian guru meminta siswa untuk membaca teks tersebut. Guru dan siswa bersama-sama mendiskusikan isi dan arti dari teks tersebut.
14	Guru menanyakan pada siswa tentang jenis teks tersebut dan siswa pun menjawab bahwa teks tersebut adalah <i>descriptive</i> . Kemudian guru bertanya pada siswa apakah mereka tahu apa itu teks deskripsi dan siswa pun menjawab bahwa teks tersebut adalah tentang seseorang. Kemudian guru memberikan penjelasan tambahan terhadap jawaban siswa bahwa teks deskripsi adalah teks yang bertujuan mendeskripsikan seseorang, tempat, atau benda.
15	Guru kemudian meminta siswa untuk mengidentifikasi bagian-bagian dari teks yang diberikan. Namun sebelum itu, guru menjelaskan bagian-bagian dari teks deskripsi. Lalu meminta siswa untuk mempelajarinya.
16	Guru melanjutkan penjelasan tentang karakteristik dari <i>descriptive</i> teks dan bertanya kepada siswa tentang <i>tense</i> yang digunakan dalam contoh teks dengan memberikan pertanyaan, "Can you tell me what tense is used in the text?" Beberapa siswa menjawab "Simple present tense" dan yang lain tidak menjawab.
17	Guru selanjutnya memperlihatkan kepada siswa contoh satu kalimat present dari teks tersebut, "Mr. Danu is my uncle." Kemudian guru

	meminta siswa untuk mengidentifikasi simple present tense verbs di dalam teks tersebut.
18	Guru kemudian memberikan siswa sebuah latihan tentang aplikasi simple present tense. Guru meminta siswa untuk menulis beberapa kalimat dalam bentuk simple present tense dengan kata-katanya sendiri.
19	Secara garis besar, proses belajar mengajar pertemuan pertama ini dapat berlangsung dengan baik. Siswa mengerti mengenai descriptive teks.
20	Guru menanyakan kesulitan siswa. Kemudian sebelum guru menutup pelajaran, guru menyimpulkan peajaran.

### Field note 9

Selasa, 1 Mei 2012/ 08.30-10.30

1	R datang ke sekolah untuk melakukan persiapan.
2	R dan C menuju ruang kelas VIID pada pukul 08.45
3	R bertindak sebagai guru.
4	R kemudian menyapa siswa, setelah itu memanggil siswa satu per satu untuk mengecek kehadiran.
5	R kemudian mengulas kembali materi pada pertemuan yang lalu, yaitu tentang teks deskripsi.
6	Selanjutnya C dan R membagi siswa ke dalam sembilan kelompok. Setiap kelompok terdiri dari empat siswa. Proses pengelompokan siswa dapat berjalan lancar. Mereka tidak menghabiskan banyak waktu untuk menuju kelompok masing-masing.
7	R kemudian mengatakan kepada siswa, bahwa pertemuan kali ini mereka akan melaksanakan aktifitas baru yaitu mind mapping technique.
8	R menjelaskan apa itu mind mapping technique serta tahapan-tahapan dalam <i>mind mapping technique</i> dan memberikan contoh.
9	Sebelum memulai aktifitas <i>mind mapping technique</i> , R dan C memberikan lembar kerja kepada setiap siswa.
10	Pada tahap pertama, siswa cukup menulis sebuah topik yang mereka sukai dan melingkarinya dengan garis lengkung.
11	Pada tahap kedua, siswa menulis ide-ide apapun yang mereka anggap terkait dengan topik, kemudian melingkari ide-ide tersebut dengan garis lengkung.
12	Pada tahap ketiga, siswa menghubungkan ide-ide tersebut ke topik dengan garis lurus.
13	Pada tahap keempat, siswa berpikir tentang setiap ide-ide barunya, kemudian menuliskan ide-ide lebih yang terkait dengan ide-ide barunya tersebut dan melingkarinya dengan garis lengkung. Kemudian hubungkan mereka dengan garis lurus. Dalam langkah ini siswa tidak menemukan banyak ide-ide, karena kosakata mereka yang terbatas dan juga tidak membawa kamus.
14	Mereka bekerja secara kelompok, akan tetapi ada beberapa siswa yang terlihat tidak memberikan peran dalam kerja kelompok tersebut.

15	Setelah waktu yang diberikan kepada siswa telah dirasa cukup, C dan R memutuskan untuk meminta beberapa siswa untuk menuliskan hasil pekerjaan kelompok mereka di papan tulis. Lalu dikoreksi bersama-sama.
16	R dan C memantau dan memandu aktifitas siswa untuk tahapan analisis dan koreksi.
17	R menutup pelajaran.

### Field note 10

Rabu, 2 Mei 2012/ 06.45-09.00

1	R datang ke sekolah untuk melakukan persiapan.
2	R memulai pelajaran dengan berdoa, menyapa dan mengecek kehadiran siswa.
3	R kemudian mengulas kembali materi pada pertemuan yang lalu, yaitu tentang mind mapping technique.
4	R kemudian menerangkan pada siswa tentang apa yang akan mereka kerjakan pada tahap selanjutnya.
5	R meminta siswa untuk membuat kalimat-kalimat dari ide-ide yang mereka temukan secara individu.
6	R selanjutnya meminta beberapa siswa untuk menulis kalimat-kalimat yang mereka buat di papan tulis, kemudian R mengarahkan siswa untuk mengoreksi kesalahan mereka.
7	R kemudian meminta siswa untuk membuat paragraph dari kalimat-kalimat mereka.
8	R dan C memonitor aktifitas siswa dan membantu mereka ketika mereka mengalami kesulitan.
9	R menyampaikan kepada siswa bahwa Task1 akan dilaksanakan pada pertemuan selanjutnya yaitu hari senin minggu depan.
10	R menutup pelajaran.

### Field note 11

Senin, 7 Mei 2012/ 06.55-09.00

1	R datang ke sekolah untuk melakukan persiapan.
2	Pada hari itu pelajaran Bahasa Inggris dikelas VIID dimulai pada jam pertama sampai jam kedua yaitu pada pukul 08.00-09.00, dikarenakan ada upacara bendera kemudian ada rapat guru dikantor jadi jam pelajaranpun dikurangi.
3	R memulai pelajaran dengan berdoa, menyapa dan mengecek kehadiran siswa.
4	Pada pertemuan ini, guru menjelaskan bahwa Task1 dilaksanakan.
5	R dan C membagikan lembar Task1 pada setiap siswa.
6	R kemudian meminta siswa untuk memilih satu topik yang mereka suka, kemudian menuliskan ide-ide mereka dengan menggunakan mind mapping technique.

7	R memberikan waktu sekitar lima belas menit untuk menemukan ide-ide terkait topik mereka. Pada tahap ini siswa mengerjakan secara individu.
8	R kemudian memberikan waktu sekitar dua puluh lima menit untuk menulis paragraph dari ide-ide mereka.
9	R memberikan waktu lima menit pada siswa untuk meneliti pekerjaan mereka.
10	Setelah itu, sekitar sepuluh menit R mengoreksi pekerjaan salah satu siswa dipapan tulis. Dengan tahap koreksi ini siswa bisa mengetahui kesalahan dan kekurangan mereka.
11	R menutup pelajaran. Pelajaran selesai.
12	R kemudian menemui C dikantor untuk membahas kekurangan-kekurangan yang ada di cycle1.

### Field note 12

Selasa, 8 Mei 2012/ 06.45-08.45

1	R datang ke sekolah untuk melakukan persiapan.
2	R menemui C. Kemudian R dan C menuju ruang kelas VIID.
3	R bertindak sebagai guru di pertemuan pertama cycle II ini.
4	Guru memulai proses belajar mengajar dengan membuka pelajaran selanjutnya meminta ketua kelas untuk memimpin doa, kemudian guru menyapa siswa-siswi dan guru kemudian mengecek kehadiran siswa dengan memanggil siswa satu per satu.
5	Kemudian guru memberikan pertanyaan kepada siswa yang berkaitan dengan kehidupan siswa, seperti “Do you have a President? Do you have a favourite artist? Do you have a favourite football player?”. Kemudian siswa menjawab “Yes, I have.”
6	Kemudian guru memberikan contoh teks descriptive yang berjudul “Susilo Bambang Yudoyono”. Kemudian guru meminta siswa untuk membaca teks tersebut. Guru dan siswa selanjutnya bersama-sama mendiskusikan isi dan arti dari teks tersebut.
7	Guru kemudian meminta siswa untuk mengidentifikasi bagian-bagian dari teks yang diberikan. Namun sebelum itu, guru menjelaskan bagian-bagian dari teks deskripsi dengan menggunakan LCD dan papan tulis. Lalu meminta siswa untuk mempelajarinya.
8	Guru melanjutkan penjelasan tentang karakteristik dari descriptive teks dan bertanya kepada siswa tentang <i>tense</i> yang digunakan dalam contoh teks.
9	Kemudian guru meminta siswa untuk mengidentifikasi simple present tense verbs di dalam teks tersebut.
10	Guru kemudian memberikan siswa sebuah latihan tentang aplikasi simple present tense. Guru meminta siswa untuk melengkapi sebuah paragraph dengan kata-kata yang cocok, menyusun kata-kata acak kedalam kalimat yang bagus dan kemudian menulis beberapa kalimat dengan kata-kata mereka sendiri.
11	Secara garis besar, proses belajar mengajar pertemuan pertama cycle II ini

	dapat berlangsung dengan baik. Siswa lebih mengerti tentang bagian-bagian teks deskripsi serta cara membuat kalimat simple present tense.
12	Guru menanyakan kesulitan siswa. Kemudian sebelum guru menutup pelajaran, guru menyimpulkan pelajaran.

### Field note 13

Rabu, 9 Mei 2012/ 08.30-10.30

1	R datang ke sekolah untuk melakukan persiapan.
2	R dan C menuju ruang kelas VIID pada pukul 08.45
3	R bertindak sebagai guru.
4	R kemudian menyapa siswa, setelah itu memanggil siswa satu per satu untuk mengecek kehadiran siswa.
5	R kemudian mengulas sebentar materi pada pertemuan yang lalu, yaitu tentang teks deskripsi.
6	Selanjutnya C dan R meminta siswa ke kelompoknya masing-masing. Kemudian ada beberapa siswa dipindah ke kelompok lain. Proses pemindahan siswa dapat berjalan lancar. Mereka tidak menghabiskan banyak waktu untuk menuju kelompoknya yang baru.
7	R kemudian memulai memberikan penjelasan tentang prosedur mind mapping technique.
8	R mengajar siswa dengan menekankan pada ide-ide dalam bentuk adjective, noun and noun phrase.
9	Sebelum memulai aktifitas <i>mind mapping technique</i> , R meminta siswa untuk mengidentifikasi adjective, noun and noun phrase dari sebuah text. Kemudian melengkapi teks dengan adjective dan latihan-latihan tentang noun phrase.
10	R dan C kemudian memberikan lembar kerja pada setiap siswa. Selanjutnya R memberikan sebuah topik yaitu "My Favourite Teacher" dan mind mapping activity pun dimulai.
11	Pada tahap ini siswa menulis ide-ide apapun yang mereka anggap terkait dengan topik. Siswa terlihat termotifasi dan tertarik dalam menulis ide-ide mereka dengan mind mapping technique. Lebih-lebih siswa bersemangat mencari ide-ide dalam kamus. Mereka bekerja dalam kelompok dengan baik.
12	R dan C mengamati proses belajar mengajar dan aktifitas siswa.
13	Setelah waktu yang diberikan kepada siswa telah dirasa cukup, C dan R memutuskan untuk meminta beberapa siswa untuk menuliskan hasil pekerjaan kelompok mereka di papan tulis. Lalu dikoreksi bersama-sama.
14	R dan C memantau dan memandu aktifitas siswa untuk tahapan koreksi.
15	R menutup pelajaran.

**Field note 14**

Senin, 14 Mei 2012/ 06.55-09.00

1	R datang ke sekolah untuk melakukan persiapan.
2	Pada hari itu pelajaran Bahasa Inggris dikelas VIID dimulai pada jam pertama sampai jam kedua yaitu pada pukul 08.00-09.00, dikarenakan ada upacara bendera kemudian ada rapat guru dikantor jadi jam pelajaranpun dikurangi.
3	R memulai pelajaran dengan berdoa, menyapa dan mengecek kehadiran siswa.
4	R dan C membagikan lembar Task pada setiap siswa.
5	R kemudian menanyakan pada siswa tentang kesulitan mereka dalam menemukan ide-ide dipertemuan sebelumnya. Kemudian memandu siswa untuk mengecek spelling mereka.
6	R kemudian menjelaskan aktifitas yang akan dikerjakan siswa di peretemuan ini, yaitu Task2.
7	R dan C meminta siswa secara individu untuk membuat kalimat-kalimat dari ide-ide mereka kemaren, selanjutnya menyusun kalimat-kalimat tersebut menjadi sebuah paragraph.
8	Setelah Task2 dikumpulkan, R selanjutnya meminta siswa untuk menuliskan tulisan mereka di papan tulis. R dan siswa bersama-sama menganalisisnya.
9	R dan C mengamati aktifitas siswa serta membantu mereka dalam tahapan koreksi.
10	R kemudian meminta siswa untuk menulis ulang paragraph mereka di buku tulis mereka masing-masing. Dengan itu siswa bisa mengetahui kesalahan mereka di Task2.
11	R menutup pelajaran. Pelajaran selesai.

**Field note 15**

Tuesday, 15 Mei 2012/ 06.45-08.45

1	R datang ke sekolah untuk melakukan persiapan.
2	R memulai pelajaran dengan berdoa, menyapa dan mengecek kehadiran siswa.
3	Pada pertemuan ini, Task3 dilaksanakan.
4	R dan C membagikan lembar Task3 pada setiap siswa.
5	R menjelaskan kriteria penilaian pada siswa serta menjelaskan aktifitas yang akan mereka lakukan di peremuan terakhir ini.
6	R kemudian memberikan beberapa topik seperti "My Presient", "My Favourite Actress or Actor", "My Favourite Football Player" and "My Beloved Darling". Lalu R meminta siswa untuk memilih satu topik yang mereka suka, kemudian menuliskan ide-ide mereka dengan menggunakan mind mapping technique.
7	R meminta siswa untuk menemukan ide-ide terkait topik mereka. Pada

	tahap ini siswa mengerjakan secara individu.
8	R kemudian meminta siswa untuk menulis kalimat-kalimat dari ide-ide mereka. Setelah dirasa cukup, R meminta siswa untuk menyusun kalimat-kalimat yang baru saja mereka buat tersebut menjadi paragraph.
9	R memberikan waktu pada siswa untuk meneliti pekerjaan mereka.
10	Sebelum dikumpulkan, R dan C meminta siswa untuk mnuliskan tulisannya di papan tulis. Kemudian, R dan siswa mengecek tulisan tersebut
11	Setelah itu, sekitar lima menit R mengoreksi pekerjaan salah satu siswa dipapan tulis. Dengan tahap koreksi ini siswa bisa mengetahui kesalahan dan kekurangan mereka.
12	R menutup pelajaran. Pelajaran selesai.
13	R kemudian menemui C dikantor untuk membahas penelitian ini.

### Field note 16

Selasa, 4 Juni 2012/ 08.00

1	R meminta surat keterangan melakukan penelitian dari sekolah.
2	R mendapat surat keterangan penelitian di sekolah tersebut.

## INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place, Rp: Respondent, R: Researcher, C: Collaborator, S: Student.

No.	Source/ Date/ Place	I. Transcript
1	D: April 30th, 2012 T: 08.50 P: Teachers' office Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd)	<p>R: "Sebelumnya saya mohon maaf Bu, ini mengganggu untuk <i>interview</i>. Mengenai <i>action</i> pertama di <i>cycle1</i>, bagaimana pendapat Ibu mengenai <i>action</i> nya?"</p> <p>C: "Mm, secara keseluruhan sudah cukup bagus.</p> <p>R: "Mengenai penyampaian materi apakah sudah cukup jelas Buk?"</p> <p>C: "Sudah cukup jelas. Ya seperti apa yang telah kamu presentasikan bahwa tujuan text tersebut untuk mendeskripsikan orang, tempat, hewan dan benda pada pembaca. Dan biasanya itu dijadikan pertanyaan, betul?"</p> <p>R: "Iya, benar Buk. Kemudian bagaimana tentang simple present tense nya Buk."</p> <p>C: "Anak-anak masih belum begitu paham, jadi perlu dikasih latihan lebih seperti mengidentifikasi present tense verbs of text."</p> <p>R: "Nggih Bu."</p> <p>C: "Iya, memang ada beberapa siswa yang sudah tahu harus pakai tenses apa. Tetapi untuk siswa yang lain itu harus diingatkan lagi. Good. Kemudian <i>meeting 2</i> besok langsung <i>review</i> sebentar. Kemudian habis itu langsung <i>mind mapping</i>?"</p> <p>R: "Iya. Langsung <i>mind mapping</i> Buk."</p> <p>C: "Nggih."</p> <p>R: "Ini materi yang untuk <i>mind mapping</i> tidak terlalu sulit kan Bu?"</p> <p>C: "Sepertinya tidak terlalu sulit."</p> <p>R: "Kemudian mengenai siswa Bu, terlihat bagaimana Bu?"</p> <p>C: "Yang aktif hanya beberapa anak saja. Jadi dari gurunya harus jalan terus. Kita tidak bisa hanya berdiri di depan."</p> <p>R: "Jadi penguasaan kelas harus ditingkatkan ya Bu?"</p> <p>C: "Iya."</p> <p>R: "Kemudian kelas VIID ada 36 siswa. Jika</p>

		<p>dibagi menjadi 9 kelompok, jadi ada 4 orang setiap kelompoknya. Baiamana Bu?</p> <p>C: "Iya bagus. Pas berarti"</p> <p>R: "Besok itu kan dikerjakan secara kelompok. Tapi setiap siswa nanti mengerjakan satu-satu."</p> <p>C: "Good."</p> <p>R: "Nggih, mungkin itu saja Bu. Maaf sudah mengganggu."</p> <p>C: "Nevermind."</p> <p>R: "Thanks."</p> <p>C: "Your wecome."</p>
2	<p>D: April 30th, 2012</p> <p>T: 09.30</p> <p>P: Class 7D</p> <p>Rp: Student (Fifi)</p>	<p>R: "Hallo Fifi?"</p> <p>S: "Hallo, Mr. Fatih. "</p> <p>R: "Tadi penjelasannya mudah dimengerti ga?"</p> <p>S: "Iya sudah, Mr.."</p> <p>R: "Apakah penjelasan dari guru terlalu cepat atau tidak?"</p> <p>S: "Sudah Mr. Pas."</p> <p>R: "O iya, sudahkah kamu jelas tentang simple present tense?"</p> <p>S: "Belum begitu Mr, masih bingung dan lupa dengan verb + s or es"</p> <p>R: "Menurut kamu tadi kegiatannya menarik ga?"</p> <p>S: "Ya."</p> <p>R: "Besok kepinginnya gimana, mau ada aktifitas baru apa tidak?"</p> <p>S: "Iya Mr."</p> <p>R: "OK. Thanks."</p> <p>S: "Your welcome."</p>
3	<p>D: April 30th, 2012</p> <p>T: 09.35</p> <p>P: Class 7D</p> <p>Rp: Student (Faza)</p>	<p>R: "How are you, Faza?"</p> <p>S: "Fine, and you, Mr?."</p> <p>R: "Fine, thanks. Faza, menurutmu pelajarannya gimana?"</p> <p>S: "Asyik, Mr."</p> <p>R: "Kemudian ketika dikasih penjelasan tentang descriptive, jelas atau tidak?"</p> <p>S: "Jelas, Mr."</p> <p>R: "Terus saat guru menjelaskan, jelas atau tidak?"</p> <p>S: "Insya Allah jelas, Mr."</p> <p>R: "Faza, kalau di descriptive harus ada apa aja?"</p> <p>S: "Introduction and the main part, Mr."</p> <p>R: "Good. Kalau di pertemuan selanjutnya ada aktifitas baru, pingin ga?"</p>

		<p>S: "Iya, pingin."  R: "OK. Thanks."  S: "Your welcome, Mr."</p>
4	<p>D: April 30th, 2012  T: 09.40  P: Class 7D  Rp: Student (Rizal)</p>	<p>R: "Hallo Rizal?"  S: "Hallo, Mr. Fatih. "</p> <p>R: "Tadi pelajarannya asyik ga?"  S: "Asyik."  R: "Terus tadi saat guru menjelaskan, jelas ga?"  S: "Insya Allah jelas Mr."  R: "Besok dipelajari lagi ya."  S: "Iya, Mr."  R: "Tadi kan belajar <i>descriptive</i>, kalau di <i>descriptive</i> harus ada apa aja?"  S: "Introduction and the main part, Mr."  R: "Oh, begitu. <i>Thank you.</i>"  S: "Sama-sama."</p>
5	<p>D: May 1st, 2012  T: 10.00 (after class)  P: Class 7D  Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd)</p>	<p>R: "Bagaimana menurut Ibuk mengenai aktifitas di pertemuan kedua?"  C: "Sudah bagus. Cuma dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Itu dikarenakan mereka lemah dalam kosakata"  R: "Berarti ini harus diganti nggih Bu anggota kelompoknya?"  C: "Iya karena tidak average, ada kelompok yang terlalu pintar dan ada juga kelompok agak-agak rendah semua jadi beberapa orang dipindah saja. Mereka juga harus membawa kamus karena teks deskripsi identik dengan <i>adjective</i>"  R: "Nggih."  C: "Good. Kemudian <i>meeting 3</i> besok langsung <i>review</i> sebentar. Kemudian habis itu bagaimana?"  R: "Pertemuan besok mereka langsung membuat kalimat-kalimat dari ide-ide yang mereka punya kemudian menyusun kalimat-kalimat tersebut menjadi sebuah teks deskripsi."  C: "Iya benar, jangan langsung ke Task dulu, jadi latihan sedikit demi sedikit dulu karena menyesuaikan kemampuan murid-muridnya. Itu kelompok atau secara individu?"  R: "Individu Bu. Tapi tadi lumayan nggih Bu?"  C: "Iya, lumayan. Tapi memang kalau <i>writing</i> itu perlu mempunyai banyak ide-ide jadi teknik</p>

		<p><i>mind mapping</i> sangat pas sekali.”  R: “Nggih. Maaf lho Bu sudah merepotkan.”  C: “Nevermind. Good luck”  R: “Iya. Thanks”  C: “Your welcome.”  R: “Nggih Bu.”(C dan R tertawa)</p>
6	<p>D: May 1st, 2012  T: 10.45  P: Class 7D  Rp: Students (Fifi, Faza, Rizal)</p>	<p>R: “Halo, good morning.”  Ss: “Good morning, Mr.”  R: “Kalian paham tidak dipertemuan kedua?”  Ss: “Paham, Mr.”  R: “Senang gak?”  Ss: “Ya senang Mr. Asyik soalnya.”  R: “Iya, trus dulu belum pernah dapat teknik yang kemarin saya pakai itu kan?”  Ss: “Belum pernah Mr.”  R: “Itu menurut kalian bagaimana?”  Ss: “Memudahkan mencari ide-ide Mr.”  R: “Lalu saat kalian diminta menulis kata-kata atau ide. Itu kalian ada kesulitan tidak?”  Ss: “Ya Mr, karena gak bawa kamus.”  R: “Besok bawa kamus ya.”  Ss: Iya Mr, siap.”  R: “Apakah kamu sudah bisa mengumpulkan ide-ide yang kamu inginkan?”  Ss: “Lumayan Mr, tapi belum bisa menuliskan ide-ide yang berupa penggabungan kata-kata. mmmmm....noun phrase, Mr”  R: “Iya. Kalian ada kesulitan ga?”  Ss: “Ada.” (Fifi, Faza, Rizal menjawab bersama-sama)  R: “Nah, kesulitannya di bagian apa?”  Ss: “Menyusun kata-kata noun phrase itu susah.”  R: “Iya, terus selain itu ada lagi ga?”  Ss: “Salah dalam menulisnya. Nulisnya itu bisa salah, bisa kurang hurufnya gitu, Mr.”  R: “Kalau menurut kalian, itu dikerjakan secara kelompok itu lebih mudah atau tidak?”  Ss: “Lebih mudah. “ (menjawab bersama-sama)  R: “Kenapa?”  S: “Bisa bertukar pikiran, Mr.”  R: “Biasanya kalau <i>writing</i> hanya dikerjakan sendiri gitu ya?”  Ss: “Iya Mr.”  R: “Terus apa lagi?”</p>

		<p>S: "mmmm...gak ada, Mr."  R: "OK. Berarti kesulitan yang kalian hadapi kemarin itu adalah sulitnya menulis ejaan kata-kata ya?"  S: "Iya, Mr."  R: "Tapi paham to langkah-langkah <i>mind mapping</i>?"  S: "Iya, Mr."  R: "OK. Terima kasih. Maaf sudah mengganggu."  S: "Iya, Mr."</p>
7	<p>D: May 2nd, 2012  T: 09.27  P: Class 7D  Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd)</p>	<p>R: "Bagaimana menurut Ibuk mengenai tulisan siswa di pertemuan ketiga cycle 1?"  C: "Belum begitu bagus. Beberapa siswa belum menggunakan punctuation dengan benar"  R: "Nggih. Terus apa lagi Bu?"  C: "Mereka masih banyak kesalahan dalam menulis kalimat-kalimat dalam bentuk <i>simple present tense</i>."  R: "Ya Bu, betul sekali."  C: "Sementara itu saja, <i>punctuation and tense</i>. Terus besok tentang apa?"  R: "Besok Task1 Bu, <i>topic</i> nya "My friend". Dengan Task1 akan dinilai untuk melihat hasil mereka."  C: "Good. Menurut saya topiknya cukup menarik dan tidak terlalu sulit dengan kemampuan murid disini."  R: "Jadi besok mereka secara individu menggunakan <i>mind mapping technique</i> untuk menemukan ide-ide yang mereka suka, kemudian langsung membuat paragraph deskripsi. Bagaimana menurut Ibu?"  C: "Ya, itu juga cukup baik, tapi tadi sudah diumumkan belum kalau besok mereka membawa kamus?"  R: "Sudah Bu."  C: "Good. Good luck ya."  R: "Thanks, Bu."  C: "Your welcome."</p>
8	<p>D: May 2nd, 2012  T: 10.00  P: Class 7D  Rp: Students (Fifi, Faza, Rizal)</p>	<p>R: "Hallo."  Ss: "Hallo, Mr. Fatih. "  R: "Tadi pelajarannya asyik ga?"  Ss: "Asyik, Mr."  R: "Bagaimana tulisanmu di pertemuan ketiga?"</p>

	<p>S: "Hehe tidak bagus, Mr."  R: "Kenapa?"  Ss: "Tadi setelah dibahas di papan tulis masih banyak kesalahan dalam menulis kalimat-kalimat dalam bentuk <i>simple present tense</i> dan gak pakai titik, koma dan huruf kapital."  R: "<i>Tense</i> dan <i>punctuation</i> yah....mmm tanda baca ya?"  Ss: "Haha ya, Mr."  R: "Kalian sudah paham to tentang <i>tense</i> nya?"  Ss: "Ya Mr, tapi lupa, mmmm yang kata kerja +s/es dan juga is, am, are." (Mereka tertawa)  R: "Terus ada lagi tidak?"  Ss: "Kayaknya itu aja, Mr. mmmm apa tadi? mmm o ya <i>punctuation and tense</i> nya".  R: "Saat pembahasan di papan tulis, menurut kalian membantu gak?"  Ss: "Iya, kita jadi tahu kesalahan kita, kata apa saja yang harus pakai huruf besar, ya gitu-gitu deh Mr."  R: "Jadi mengenai penulisan ejaan atau <i>spelling</i> nya kalian terbantu ya?"  Ss: "Iya Mr."  R: "Mm, ok. Jadi menurut kalian kalau pekerjaan kalian ditulis di depan dan dikoreksi bareng-bareng itu kalian lebih paham mengenai penggunaan huruf kapital, titik, koma, dan sebagainya, begitu?"  Ss: "Iya."  R: "Lalu menurut kalian kalau pelajaran <i>writing</i> atau menulis seperti pertemuan kita ini lebih asyik atau bagaimana?"  Ss: "Ya lebih asyik dan lebih tertarik untuk belajar <i>writing</i> Mr."  R: "Saya ingatkan lagi, besok ada Task1. Dengan Task1 akan dinilai untuk melihat hasil kalian, jadi pelajari lagi <i>simple present tense</i>, langkah-langkah <i>mind mapping</i>, hati hati dengan tanda baca dan juga bawa kamus karena besok dari awal dikerjakan secara individu."  Ss: "Welah..., OK. Topiknya apa Mr?"  R: "Besok kalian akan tahu sendiri."  Ss: "Ya Mr, siap."  R: "Ada saran gak untuk pertemuan besok?"  Ss: "Mmm apa ya..." (Mereka bengong)</p>
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		<p>R: "Apa besok yang mengawasi Guru BK?" (R: tersenyum) Ss: "Wah wah jangan Mr, Mr. saja yang mengawasi. Gak ada saran, Mr." R: "OK kalau begitu." Ss: "OK Mr." R: "Thanks, good luck." Ss: "Your welcome, Mr."</p>
9	<p>D: May 7th, 2012 T: 09.30 P: Class 7D Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd.)</p>	<p>R: "Maaf Bu, minta waktunya sebentar." C: "Ya silahkan." R: "Menurut Ibu, Task 1 dipertemuan keempat bagaimana?" C: "Sudah lumayan, mereka sudah bisa mengumpulkan ide-ide yang mereka inginkan dengan menggunakan <i>mind mapping technique</i> dan mereka termotivasi, tetapi mereka menghabiskan banyak waktu ketika memulai membuat paragraph deskripsi dari ide-ide mereka tersebut. Itu disebabkan mereka masih kurang mahir dalam membuat kalimat-kalimat dalam bentuk <i>simple present tense</i>." R: "Ya Bu, benar sekali mereka masih kurang mahir atau banyak salah dalam membuat kalimat. Sebaiknya bagaimana Bu?" C: "Di pertemuan pertama di cycle2 nanti, mereka perlu diberi latihan extra tentang <i>simple present tense</i> seperti mengidentifikasi dari teks deskripsi, melengkapi kalimat dengan <i>verb and tobe</i>, menyusun kalimat rumpang dan membuat kalimat dengan kata-kata mereka sendiri. Jadi sebaiknya di Task2 dan task3 nanti, setelah mereka punya ide-ide jangan langsung membuat paragraph tetapi terlebih dahulu mereka membuat kalimat-kalimat dari ide-ide mereka tersebut, kemudian mereka dapat menyusun kalimat-kalimat tersebut menjadi paragraph deskripsi yang bagus, jadi langkah demi langkah." R: "Nggeh Bu, dengan bertahap seperti itu mereka bisa dengan mudah membuatnya." C: "Ya harus bertahap sedikit demi sedikit itu lebih bagus." R: "OK. Terima kasih ya Bu." C: "Your welcome."</p>

10	<p>D: May 8th, 2012  T: 09.20  P: Teachers' office  Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd.)</p>	<p>R: "Maaf Bu, minta waktunya sebentar."  C: "Ya silahkan."  R: "Bagaimana penyampaian materi tentang descriptive text di pertemuan pertama cyle2? Apakah cukup jelas Buk?"  C: "Sudah cukup jelas dan siswanya paham."  R: "Kemudian bagaimana penyampaian materi tentang simple present tense nya Buk? Apakah jelas?"  C: "Ya dengan LCD jauh lebih jelas dan lengkap, sehingga siswa lebih paham, karena juga dilengkapi dengan latihan soal-soal yang lebih lengkap dan detail dari pada sebelumnya."  R: "Thank you mam."  C: "Your welcome."</p>
11	<p>D: May 8th, 2012  T: 09.40  P: Class 7D  Rp: Students (Fifi and Faza)</p>	<p>R: "Hallo Fifi?"  S: "Hallo Mr."  R: "Apakah kamu paham tentang penjelasan descriptive text?"  S: "Iya, tambah paham."  R: "Apakah kamu paham tentang simple present tense?"  S: "Iya, tambah paham, Mr."  <hr/> R: "How are you, Faza?"  S: "Fine, and you Mr?"  R: "Fine, thanks. Faza, apakah kamu paham tentang descriptive text?"  S: "Paham, Mr."  R: "Kemudian ketika dikasih penjelasan tentang simple present tense, jelas atau tidak?"  S: "Juga paham, Mr."  R: "Good, thank you, Faza."  Ss: "Your welcome, Mr."</p>
12	<p>D: May 09th, 2012  T : 10.00  P: Class 7D  Rp: Collaborator (Dra. Ag. Emi Idarti M.Pd.)</p>	<p>R: "Maaf Buk, kalau langsung di sini saja interviewnya bagaimana?"  C: "Nggih. Iya, sekalian saja."  R: "Bagaimana menurut Ibuk mengenai aktifitas di pertemuan kedua?"  C: "Bagus, dalam satu kelompok mereka bisa saling bekerja sama. Itu dikarenakan mereka bisa mengumpulkan ide yang mereka inginkan"  R: "Berarti pembagian anggota kelompoknya sudah average ya Bu?"  C: "Iya average, mereka termotivasi dan bekerjasama dalam mengumpulkan ide."</p>

		<p>Mereka sudah bisa noun phrase dan juga membawa kamus.”</p> <p>R: “Nggih.”</p> <p>C: “Good. Kemudian <i>meeting</i> 3 besok langsung <i>review</i> sebentar. Kemudian habis itu bagaimana?”</p> <p>R: “Pertemuan besok mereka mengerjakan Task2 yaitu langsung membuat kalimat-kalimat dari ide-ide yang mereka punya kemudian menyusun kalimat-kalimat tersebut menjadi sebuah teks deskripsi.”</p> <p>C: “Apakah mereka sudah dikasih tahu kalau besok mereka mengerjakan Task2, jadi mereka siap sebelumnya? Itu kelompok atau secara individu?”</p> <p>R: “Ya sudah Bu. Taks2 dikerjakan secara individu Bu.”</p> <p>C: “OK, Good.”</p> <p>R: “Nggih. Maaf lho Bu sudah merepotkan.”</p> <p>C: “Nevermind. Good luck”</p> <p>R: “Iya.Thanks” (tertawa)</p> <p>C: “Your welcome.”</p> <p>R: “Nggih Bu.”</p>
13	<p>D: May 9th, 2012 T: 10.30 P: Class 7D Rp: Students (Fifi, Faza, Bagas and Rizal)</p>	<p>R: “Hallo, good morning.”</p> <p>Ss: “Good morning, Mr.”</p> <p>R: “Bagaimana pertemuan hari ini?”</p> <p>Ss: “Enak Mr.”</p> <p>R: “Kenapa kok enak?”</p> <p>Ss: “Bisa kerjasama dalam mengumpulkan ide-ide dan juga sudah bisa membuat noun phrase Mr.”</p> <p>R: “Ah yang benar....?”</p> <p>Ss: “Ah Mr. kok gak percaya sih.”</p> <p>R: “Sudahkah kalian paham dengan langkah-langkah dalam mind mapping technique?”</p> <p>S1: “Iya, lebih paham, karena sama dengan minggu kemarin Mr.”</p> <p>S2: “Iya, paham Mr, karena cara-caranya sama kaya minggu kemarin”</p> <p>R: “Iya, kemudian apakah kamu sudah bisa mengumpulkan ide-ide yang kamu inginkan?”</p> <p>Ss: “Ya Mr, sudah bisa juga menuliskan ide-ide yang berupa noun phrase.”</p> <p>R: “Iya, terus selain itu ada kesulitan lagi ga?”</p> <p>Ss: “Salah dalam menulisnya. Nulisnya itu bisa salah, bisa salah hurufnya gitu, Mr.”</p>

		<p>R: "Terus apa lagi?"  Ss: "mmmm...gak ada, Mr."  R: "OK. Berarti kesulitan yang kalian hadapi kemarin itu adalah sulitnya menulis ejaan kata-kata ya?"  Ss: "Iya, Mr."  R: "Tapi paham to langkah-langkah <i>mind mapping</i>?"  Ss: "Iya, Mr."  R: "OK. Terima kasih. Maaf sudah mengganggu."  Ss: "Tidak apa-apa Mr."</p>
14	<p>D: May 14th, 2012  T: 09:16  P: Office  Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd.)</p>	<p>R: "Bagaimana menurut Ibuk mengenai Task2 di Cycle 2?"  C: "Ya lumayan bagus. Siswa sudah menggunakan punctuation dengan baik"  R: "Ya Buk."  C: "Sebaiknya sebelum Task3 dilakukan, tolong dijelaskan ke anak-anaknya tentang <i>assessment</i>-nya agar mereka mereka bisa lebih teliti ke <i>spelling</i>-nya, terus tanda bacanya, <i>grammar</i>-nya, dst."  R: "Ya Bu, jelas."  C: "OK, karena itu penting. Kemudian besok, pertemuan besok kan berarti mau dikasih Task 3?"  R: "Oh, ya Bu rencananya besok sudah mau ke pertemuan yang terakhir."  C: "Iya."  R: "Itu bagaimana Bu sebaiknya?"  C: "Oh, begini besok secara <i>whole</i> saja, keseluruhan tahap begitu maksudnya."  R: "Nggih. Supaya tidak bosan juga nggih Bu siswanya?"  C: "Iya."  R: "Oh saya kira cukup Bu. Thanks Mam,"  C: "Your welcome."</p>
15	<p>D: May 15th, 2012  T: 10:59  P: Teachers' office  Rp: Collaborator (Dra. Ag. Emi Indarti M.Pd.)</p>	<p>R: "Selamat siang. Maaf Bu saya meminta waktu untuk interview?"  C: "Iya. Mari silakan duduk."  R: "Nggih, terima kasih. Menurut Ibu, Task3 dipertemuan keempat cycle2 bagaimana?"  C: "Lumayan lebih bagus, mereka bisa dengan cepat mengumpulkan ide-ide yang mereka inginkan dengan menggunakan <i>mind mapping technique</i> dan mereka juga</p>

		<p>termotivasi. Mereka tidak membutuhkan banyak waktu ketika memulai membuat text deskripsi dari ide-ide mereka tersebut. Mereka lebih paham dalam membuat kalimat-kalimat dalam bentuk simple present tense.”</p> <p>R: “Bagaimana mengenai vocabulary nya Bu?”</p> <p>C: “Iya jelas ada peningkatan.”</p> <p>R: “Kalau organizationnya, apakah sudah bagus Bu?”</p> <p>C: “Iya, kelihatan sekali.”</p> <p>R: “Kalau mengenai punctuation Bu?”</p> <p>C: “Punctuation, untuk beberapa anak menjadi sangat teliti. “</p> <p>R: “Kemudian mengenai spellingnya Bu?”</p> <p>C: “Spellingnya, hanya beberapa anak yang kurang teliti. Itu karena kecerobohan dan kurang teliti begitu.”</p> <p>R: “Yes, Mam. Terus bagaimana dengan tulisanya Buk?”</p> <p>C: “Bagus, karena sebelumnya sudah dijelaskan dulu ke anak-anaknya tentang assessmentnya biar mereka tahu. Jadi mereka bisa lebih teliti ke spellingnya, punctuationnya, grammarnya, dst.”</p> <p>R: “Yes Mam. Kalau grammar, sudah bagus nggih Bu?”</p> <p>C: “Iya.”</p> <p>R: “Bagaimana mengenai isinya Bu?”</p> <p>C: “Mereka sudah bisa menuliskan hal-hal pokok tentang isi deskripsinya, jadi ya bagus.”</p> <p>R: “Sekali lagi, bagaimana menurut pendapat Ibu mengenai Task terakhir pada pertemuan terakhir kemarin?”</p> <p>C: “Iya meningkat, kemarin yang Task terakhir itu kelihatan sekali jika dibandingkan dengan task yang pertama. Kalau yang pertama, hasil kerjanya boleh dikatakan minim bahkan belum ada. Kemudian dilihat dari Task yang kedua dan yang terakhir, memang sudah ada peningkatan. Setidaknya peningkatan dalam hal, kalimatnya bisa terbaca, bukan asal-asalan walaupun masih ada sedikit kesalahan.”</p> <p>R: “Jadi bisa disimpulkan bahwa mind mapping technique ini bisa digunakan untuk meningkatkan kemampuan menulis siswa ya</p>
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		<p>Bu?”</p> <p>C: “Iya, betul sekali.”</p> <p>R: “Terima kasih Bu atas waktunya dalam membantu penelitian saya.”</p> <p>C: “Your welcome. Good luck ya.”</p>
16	<p>D: May 15th, 2012</p> <p>T: 10:59</p> <p>P: Class</p> <p>Ss: Students (Faza, Fifi and Rizal.)</p>	<p>R: “Task3 dipertemuan keempat cycle2 bagaimana? Kalau menurut kalian kemampuan menulismu meningkat ga?”</p> <p>Ss: “Iya.”</p> <p>R: “Meningkatnya di bagian apa?”</p> <p>Ss: “Kosakata dan juga ejaannya tambah.”</p> <p>R: “Oh gitu. Jadi di spelling dan vocab-nya ya?”</p> <p>Ss: “Iya Mr.”</p> <p>R: “Terus penggunaan huruf besar, huruf kecil?”</p> <p>Ss: “Iya. Misalnya dari huruf kapital, pemakaian koma. Gitu Mr.”</p> <p>R: “Kalau dulu, sudah tahu belum sich kalau setiap di akhir kalimat harus pakai <i>full stop</i> atau titik.”</p> <p>Ss: “Sudah, tapi sering lupa Mr.”</p> <p>R: “Oh gitu, oke thanks ya.”</p> <p>Ss: “your welcome, Mr.”</p>

**Cycle 1**

**LESSON PLAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>School</b>	<b>: SMP Negeri 3 Ngaglik</b>
<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: VII/ 2</b>
<b>Meeting</b>	<b>: 1-4</b>
<b>Text</b>	<b>: Descriptive Text</b>
<b>Skill</b>	<b>: Writing</b>
<b>Alokasi waktu</b>	<b>: 8x40 minutes</b>

**Standar Kompetensi:**

**Writing**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**Kompetensi Dasar:**

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive dan procedure*

### 1. Indikator:

- Siswa mampu menyebutkan berbagai informasi atau hal-hal yang ada di dalam teks *descriptive*.  
(Task I (attached): definisi *descriptive text*, contoh text dan pertanyaan)
- Siswa mampu menyebutkan ciri kebahasaan teks *descriptive* berdasarkan contoh. (Task II (attached): contoh teks *descriptive* dan pertanyaan).
- Siswa mampu mengidentifikasi *simple present tense* form dalam teks *descriptive*. (Task III (attached): menyebutkan kata atau kalimat *simple present tense* dalam teks *descriptive*).
- Siswa dapat menulis kalimat sederhana dalam bentuk *simple present tense*. (Task IV (attached): siswa menulis kalimat-kalimat *simple present tense* sederhana dengan kata-katanya sendiri).
- Siswa dapat memilih topik, mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topik. (Task V (attached): mengumpulkan ide-ide dengan mind mapping technique).
- Siswa dapat menulis ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk *simple present tense*. (Task VI (attached): menuliskan ide tersebut dalam kalimat-kalimat yang berbentuk *simple present tense*).
- Siswa dapat menyusun kalimat-kalimat sederhana tersebut menjadi teks paragraph *descriptive* sederhana. (Task VII (attached): menulis teks *descriptive*).
- Siswa dapat menulis sebuah topik, mencari ide-ide topik dan kemudian menuliskan ide-ide tersebut menjadi paragraph sederhana. (Task VIII (attached): mencari ide-ide dari topik dengan mind mapping technique, kemudian membuat paragraph sederhana dari ide-ide tersebut).

### 2. Tujuan Pembelajaran

Pada akhir pembelajara siswa dapat menulis text *descriptive* menggunakan kalimat sangat sederhana dengan benar.

### 3. Materi Pembelajaran

a. The example of descriptive text. Priyana (2008: 87)

#### **My Friend**

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

(Taken from: Artono, et al in *English in Focus*, 2008: 158)

#### **Mr. Danu**

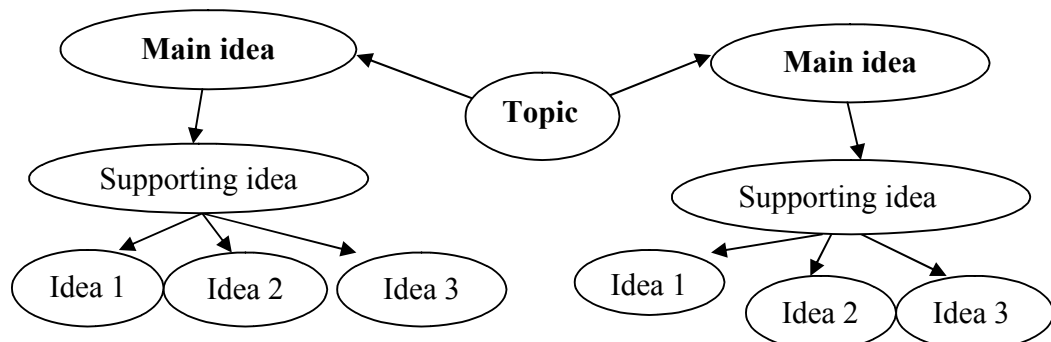
Mr. Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.

(Taken from: Priyana, et al in *Scaffolding*, 2008: 120)

b. The generic Structure of Descriptive text. Priyana (2008:88)

- The introduction: gives general information about the object (for example name and location); and
- The Main part: describes the object in details such as shape, size, sensory images or physical appearances. (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

c. Mind mapping technique, ide-ide yang terkait dengan topik.



- d. Tenses: *Simple Present Tense*
- e. Sentences and paragraph
- f. Further material and tasks (attached)

#### 4. Metode/ Teknik:

- Approach : Genre-based approach
- Method : CLT (Contextualized Language Teaching)
- Technique : The Four-Stages Technique
  1. BKOF (Building Knowledge of Field)
  2. MOT (Modeling of Text)
  3. JCOT (Joint Construction of Text)
  4. ICOT (Independent Construction of Text)

#### 5. Kegiatan Pembelajaran

##### Pertemuan 1

##### A. Pre Activity/ Kegiatan Pendahuluan

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Menjelaskan tujuan kegiatan
- Memotivasi siswa
- Menunjukkan contoh dilingkungan sekitar, “My Family”, “My Friend”
- The teacher introduces the descriptive text by giving example, “My Friend” and “Mr. Danu”.

### B. Main Activity/ Kegiatan Inti

- Siswa menyebutkan berbagai informasi dan hal-hal yang harus ada di dalam teks *descriptive* berdasarkan contoh. The parts of descriptive text.  
(Task I (attached): definisi descriptive text, contoh text dan pertanyaan)
- Siswa menyebutkan ciri kebahasaan teks *descriptive* berdasarkan contoh.  
(Task II (attached): contoh teks *descriptive* dan pertanyaan).
- Siswa mengidentifikasi *simple present tense* form dalam teks *descriptive*.  
(Task III (attached): menyebutkan kata atau kalimat *simple present tense* dalam teks *descriptive*).
- Siswa menulis kalimat sederhana dalam bentuk *simple present tense*. (Task IV (attached): siswa menulis kalimat-kalimat *simple present tense* sederhana dengan kata-katanya sendiri.
- The teacher merespon dan memberi feedback if there are mistakes made by the students.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
<i>Further guidance: ( PR dan tugas lanjutan)</i>
<i>Reflection: (refleksi)</i>

- a. The teacher dan students menyimpulkan the whole lesson.
- b. The teacher menanyakan students' difficulties of the lesson.
- c. The teacher memberi feedback pada murid including the whole process and the result of teaching and learning.
- d. Teacher memberi informasi tentang the new topic for next meeting.
- e. Teacher ends the class and say good bye.

## **Pertemuan 2**

### **A. Pre Activity/ Kegiatan Pendahuluan**

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Menjelaskan tujuan kegiatan
- Memotivasi siswa
- Membagi siswa dalam kelompok ( 9 kelompok, setiap kelompok 4 orang)

### **B. Main Activity/ Kegiatan Inti**

- Mereview materi dipertemuan pertama.
- Membahas PR.
- The teacher memperlihatkan the mind mapping as the technique to write descriptive text dan menjelaskan some steps in mind mapping technique. (Task V (attached): definisi dan langkah-langkah mind mapping technique serta contoh dan latihannya)
- Dengan mind mapping technique siswa dapat mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topik. (Task V (attached): mengumpulkan ide-ide dengan mind mapping technique). In group.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
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<i>Reflection: (refleksi)</i>
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- a. The teacher and students summarize the whole lesson.
- b. Teacher asks students' difficulties of the lesson.
- c. Teacher gives feedback to the students including the whole process and the result of teaching and learning
- d. Teacher ends the class.

## Pertemuan 3

### A. Pre Activity/ Kegiatan Pendahuluan

Greetings (Salam dan Tegur sapa)
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Pray (berdoa)
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Checking attendance (Mengecek kehadiran)
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Lead in
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- Menjelaskan tujuan kegiatan
- Memotivasi siswa

### B. Main Activity/ Kegiatan Inti

- Mereview materi dipertemuan kedua.
- Siswa dapat menulis ide-ide dipertemuan kedua kedalam kalimat-kalimat sederhana dalam bentuk *simple present tense*. (Task VI (attached): membuat ide-ide tersebut menjadi kalimat-kalimat dalam bentuk *simple present tense*).

- Siswa dapat menyusun kalimat-kalimat sederhana tersebut menjadi teks *descriptive* sederhana. (Task VII (attached): menulis teks *descriptive*).
- The teacher responds and gives feedback if there are mistakes made by the students.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
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<i>Reflection: (refleksi)</i>
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- Teacher and students summarize the whole lesson.
- Teacher asks students' difficulties of the lesson.
- Teacher gives feedback to the students including the whole process and the result of teaching and learning
- Teacher ends the class.

## Pertemuan 4

### A. Pre Activity/ Kegiatan Pendahuluan

Greetings (Salam dan Tegur sapa)
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Pray (berdoa)
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Checking attendance (Mengecek kehadiran)
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Lead in
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- Menjelaskan tujuan kegiatan
- Memotivasi siswa

### B. Main Activity/ Kegiatan Inti

- Mereview materi dipertemuan sebelumnya.
- Siswa menulis satu topik. (Task VIII, attached).
- Dengan mind mapping technique siswa dapat menemukan ide-ide yang terkait dengan topik. (Task VIII, attached). Secara individu.
- Siswa menulis ide-ide topik tersebut kedalam paragraph sederhana. (Task VIII, attached: menuliskan ide tersebut kedalam paragraph sederhana). Secara individu.
- The teacher gives feedback if there are mistakes made by the students.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
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<i>Reflection: (refleksi)</i>
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- Teacher and students summarize the whole lesson.
- Teacher asks students' difficulties of the lesson.
- Teacher gives feedback to the students including the whole process and the result of teaching and learning
- Teacher ends the class.

## 6. Sumber Belajar

- a. Artono, et al., 2008. *English in Focus 2 : for Grade VII Junior High School (SMP/MTs)*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Priyana, Jaka, et al., 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- c. Utami Widiati , et al. 2008. *Contextual Teaching and Learning Bahasa Inggris: for grade VIII Junior High School (SMP/MTs)*. Fourth edition. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

## 7. Peralatan

- a. LCD
- b. A white board.
- c. Board makers.
- d. A note book
- e. Gambar-gambar
- f. Tasks
- g. Some piece of paper

## 8. Assessment

Indicators of the assessment

Indicators	Technique	Form	Tasks
Students are able to identify the information and the generic structures of descriptive text. (Siswa mampu mengidentifikasi berbagai informasi dan hal-hal, yang ada di dalam teks <i>descriptive</i> berdasarkan contoh)	Written text	Essay	Task I (Attached): penjelasan, contoh <i>descriptive</i> text dan pertanyaan.
Siswa mampu menyebutkan ciri kebahasaan teks <i>descriptive</i> berdasarkan contoh. Language features of the texts.	Written text	Essay	Task II (attached): contoh teks <i>descriptive</i> dan pertanyaan.

Siswa mampu mengidentifikasi <i>simple present tense</i> dalam teks <i>descriptive</i> .	Written text	Essay	Task III (Attached): mengidentifikasi kata atau kalimat <i>simple present tense</i> dalam teks contoh <i>descriptive</i> .
Siswa dapat menulis kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task IV (Attached): menulis kalimat-kalimat <i>simple present tense</i> sederhana dengan kata-katanya sendiri.
Siswa dapat memilih topik, mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topik.	written text	Essay	Task V (attached): siswa memilih topik dan mengumpulkan ide-ide yang terkait dengan topik dengan mind mapping technique.
Siswa dapat menuliskan ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task VI (Attached): siswa menuliskan ide ide tersebut kedalam kalimat <i>simple present tense</i> .
Siswa dapat menyusun kalimat-kalimat sederhana tersebut menjadi teks <i>descriptive</i> sederhana.	Written text	Essay	(Task VII (attached): menulis teks <i>descriptive</i> .
Siswa dapat menulis sebuah topik, mencari ide-ide topik dan kemudian menulis ide-ide tersebut dalam paragraph sederhana.	Wretten text	Essay	(Task VIII (atached): mencari ide-ide dari topik dengan mind mapping technique, kemudian membuat paragraph sederhana dari ide-ide tersebut).

## 9. Assessment Rubric

Written test essay based on Weigle, S. C. (2002: 116)

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	30-27	<ul style="list-style-type: none"> <li>• Relevant to the points of the mind mapping technique</li> <li>• Match the purpose of a descriptive text</li> </ul>
	Good to average	26-22	<ul style="list-style-type: none"> <li>• Mostly relevant to the points of mind mapping technique but lacks detail of information</li> <li>• Match the purpose of a descriptive text</li> </ul>
	Fair to Poor	21-17	<ul style="list-style-type: none"> <li>• Inadequate development of the points of the mind mapping technique</li> <li>• Almost match to the purpose of a descriptive text</li> </ul>
	Very Poor	16-13	<ul style="list-style-type: none"> <li>• Does not relate to the points of the mind mapping technique or not enough to evaluate</li> <li>• Does not match the purpose of a descriptive text</li> </ul>
Organization	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Fluent expression</li> <li>• Well-organized of a descriptive text</li> </ul>
	Good to average	17-14	<ul style="list-style-type: none"> <li>• Loosely organized of a descriptive text but main ideas stand out</li> </ul>
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Language use	Excellent to very good	25-22	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, articles, pronouns, prepositions</li> </ul>
	Good to average	21-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, articles, pronouns, prepositions</li> <li>• Meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, articles, pronouns,</li> </ul>

			<ul style="list-style-type: none"> <li>prepositions</li> <li>• Meaning obscured or confused</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate.</li> </ul>
Mechanics	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Demonstrates mastery of conventions</li> <li>• Few errors of spelling, punctuation, capitalization</li> </ul>
	Good to average	4	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization</li> </ul>
	Fair to Poor	3	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization</li> <li>• Poor handwriting</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>• Dominated by errors of spelling, punctuation, capitalization</li> <li>• Handwriting illegible or not enough to evaluate</li> </ul>
Vocabulary	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Effective word</li> <li>• Word form mastery</li> <li>• Appropriate register</li> </ul>
	Good to average	17-14	<ul style="list-style-type: none"> <li>• Occasional errors of word</li> <li>• Adequate range</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>• Limited range</li> <li>• Frequent errors of word</li> <li>• Meaning confused</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary</li> <li>• Not enough to evaluate</li> </ul>

**Pedoman Penilaian**

No	NAMA	content	organization	Language use	Mechanics	vocabulary

- a. Tiap aspek maksimal 30, 20, 25, 5, and 20.
- b. Skor keseluruhan  $30+20+25+5+20 = 100$

Yogyakarta, April 2012

Mengetahui  
Kepala SMP N 3 Ngaglik

Guru Mata Pelajaran

Drs.Margini  
NIP

Fatih Thuli' siraja  
NIP

**Cycle 2**

**LESSON PLAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>School</b>	<b>: SMP Negeri 3 Ngaglik</b>
<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: VII/ 2</b>
<b>Meeting</b>	<b>: 5-8</b>
<b>Text</b>	<b>: Descriptive Text</b>
<b>Skill</b>	<b>: Writing</b>
<b>Alokasi waktu</b>	<b>: 8x40 minutes</b>

**Standard Competence:**

**Writing**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**Basic Competence:**

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive dan procedure*

**1. Indikator:**

- Siswa mampu menyebutkan berbagai informasi dan hal-hal yang ada di dalam teks *descriptive*.  
(Task I (attached): definisi *descriptive text*, contoh text dan pertanyaan)
- Siswa mampu menyebutkan ciri kebahasaan teks *descriptive* berdasarkan contoh. (Task II (attached): contoh teks *descriptive* dan pertanyaan).
- Siswa mampu mengidentifikasi *simple present tense* dalam teks *descriptive*.  
(Task III (attached): menyebutkan kata atau kalimat *simple present tense* dalam teks *descriptive*). (Task IV (attached): melengkapi kalimat *simple present tense* yang rumpang di dalam teks *descriptive*). (Task V (attached): menyusun kata acak menjadi kalimat *simple present tense*)
- Siswa dapat menulis kalimat sederhana dalam bentuk *simple present tense*.  
(Task VI (attached): siswa menulis kalimat-kalimat *simple present tense* sederhana dengan kata-katanya sendiri).
- Siswa dapat memilih topik dan mengumpulkan ide-ide yang terkait dengan topik. (Task VII (attached): mengumpulkan ide-ide dalam bentuk *adjective, noun, noun phrase, and preposition* dengan mind mapping technique).
- Siswa dapat menulis ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk *simple present tense*. (Task VIII (attached): menuliskan ide-ide tersebut dalam kalimat-kalimat *simple present tense*).
- Siswa dapat menyusun kalimat-kalimat sederhana tersebut menjadi paragraph *descriptive* dan menggunakan *punctuation* dengan benar. (Task IX (attached): menulis teks *descriptive*).
- Siswa dapat memilih sebuah topik, mencari ide-ide dari topik, membuat kalimat-kalimat dari ide-ide tersebut dan kemudian menyusun kalimat-kalimat tersebut menjadi paragraph *descriptive*. (Task X (attached))

## 2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menulis text descriptive menggunakan kalimat sangat sederhana dengan benar.

## 3. Materi Pembelajaran

### a. The example of discriptive text

#### **Captain David Michael**

Captain David Michael is a pilot. He is 37 years old. He is tall and strong. He is handsome and has a slim body. He has blonde hair. His face is oval. He has a pointed nose. He is smart. He flies planes around the world. We admire him.

#### **Susilo Bambang Yudhoyono**

Susilo Bambang Yudhoyono, popularly known as SBY, was born in Pacitan, East Java, on 9 Sempember 1949. He is a retired Indonesian Army general officer, and the current President of Indonesia.

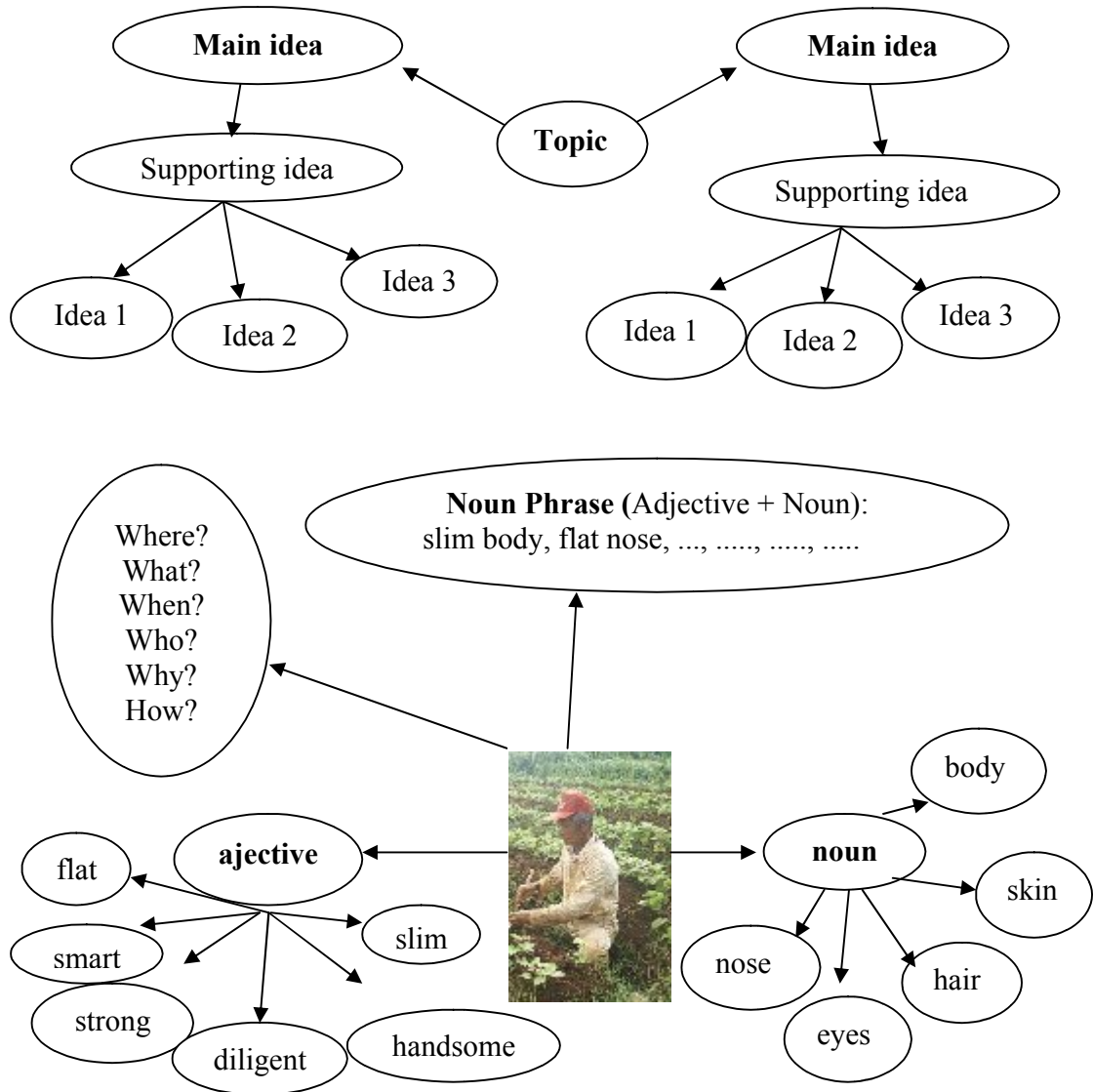
SBY is a tall man, about 180 cm. He has a strong and fat body, about 80 kg. His big body makes him easily recognized. His hair is wavy and black. He still is looked young and handsome in his age. His skin is brown. He has a pointed nose. He is also well- known for his nice smile. SBY is also good at singing. His beautiful voice and good talent in writing his own songs helps him launching his albums.

(Taken from: Priyana, et al in *Scaffolding*, 2008: 121)

### b. The generic Structure of Descriptive text

- The introduction: gives general information about the object (for example name and location); and
- The Main part: describes the object in details such as shape, size, sensory images or physical appearances. (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

c. Mind mapping technique, ide-ide yang terkait dengan topik. Ditekankan pada noun phrase.



d. Focused Topics: “My President”, “Favourite Artist”, “Favourite Football Player”, “My Beloved Darling”, dan “My Favourite Teacher”.

e. Kosakata yang terkait dengan topic; *noun, adjective, noun phrase, and preposition*

- noun: body, nose, eyes, hair, skin, etc.
- adjective: slim, smart, fat, beautiful, handsome, etc.
- noun phrase: slim body, flat nose, etc.
- preposition: in front of, in, next to, behind, beside, at

e. Tenses: *Simple Present Tense*

f. Sentences and paragraph

g. Spelling and Punctuation

h. Further material and tasks (attached)

#### 4. Metode/ Teknik:

- Approach : Genre-based approach
- Method : CLT (Contextualized Language Teaching)
- Technique : The Four-Stages Technique
  1. BKOF (Building Knowledge of Field)
  2. MOT (Modeling of Text)
  3. JCOT (Joint Construction of Text)
  4. ICOT (Independent Construction of Text)

#### 5. Kegiatan Pembelajaran

##### Pertemuan 5

##### A. Pre Activity/ Kegiatan Pendahuluan

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Menjelaskan tujuan kegiatan
- Memotivasi siswa
- Menunjukkan contoh gambar Presiden Indonesia yang berada didalam kelas
- The teacher introduces the descriptive text by giving example.

### **B. Main Activity/ Kegiatan Inti**

- Siswa menyebutkan berbagai informasi, dan hal-hal yang ada di dalam teks *descriptive* berdasarkan contoh.  
(Task I (attached): definisi descriptive text, contoh text dan pertanyaan)
- Siswa menyebutkan ciri kebahasaan teks *descriptive* berdasarkan contoh.  
(Task II (attached): contoh teks *descriptive* dan pertanyaan).
- Siswa mengidentifikasi *simple present tense* dalam teks *descriptive*. (Task III (attached): menyebutkan kata atau kalimat *simple present tense* dalam teks *descriptive*).
- Siswa melengkapi kalimat *simple present tense* yang rumpang di dalam teks *descriptive*. (Task IV (attached): melengkapi kalimat)
- Siswa menyusun kata-kata acak ke dalam kalimat *simple present tense* dengan benar. (Task V (attached): menyusun kata acak)
- Siswa menulis kalimat sederhana dalam bentuk *simple present tense*. (Task VI (attached): siswa menulis kalimat-kalimat *simple present tense* sederhana dengan kata-katanya sendiri.
- The teacher merespon dan memberi feedback if there are mistakes made by the students.

### **C. Closing/ Kegiatan Penutup**

<i>Summarizing (Membuat kesimpulan )</i>
<i>Further guidance: ( PR dan tugas lanjutan)</i>
<i>Reflection: (refleksi)</i>

- a. Teacher and students summarize the whole lesson.
- b. Teacher asks students' difficulties of the lesson.
- c. Teacher gives feedback to the students including the whole process and the result of teaching and learning
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye.

## **Pertemuan 6**

### **A. Pre Activity/ Kegiatan Pendahuluan**

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Mengutarakan tujuan kegiatan
- Memotivasi siswa
- Membagi siswa dalam kelompok. (9 kelompok, tiap kelompok 4 orang)

### **B. Main Activity/ Kegiatan Inti**

- Mereview kegiatan pada pertemuan sebelumnya.
- The teacher memperlihatkan the mind mapping as the techniques in writing descriptive text. (Task VII, attached).
- Teacher menjelaskan about some steps in mind mapping technique dan mengajar siswa tentang ide-ide dalam bentuk *adjective* and *noun phrase*. (Task VII).

- Memilih salah satu topik yang mereka suka dari nama-nama orang seperti “My Favourite Teacher”, “My Favourite Artist”, “My Favourite Football Player”, “My President”, “My Beloved Darling”, etc.
- Dengan mind mapping technique, siswa menyebut dan menuliskan ide-ide mereka yaitu bagian-bagian, karakteristik atau ciri-ciri topik sesuai dengan gambar yang mereka pilih. (Task VII). In group.
- Berlatih menuliskan ide dalam bentuk *noun phrase*, *adjective*, *noun*, dan *preposition*.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
<i>Further guidance: ( PR atau tugas untuk membawa gambar orang yang mereka suka dan menuliskan ide-ide)</i>
<i>Reflection: (refleksi)</i>

- a. Teacher and students summarize the whole lesson.
- b. Teacher asks students’ difficulties of the lesson.
- c. Teacher gives feedback to the students including the whole process and the result of teaching and learning
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class.

## **Pertemuan 7**

### **A. Pre Activity/ Kegiatan Pendahuluan**

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Mengutarakan tujuan kegiatan
- Memotivasi siswa

### **B. Main activity/ Kegiatan Inti**

- Mereview kegiatan pada pertemuan keenam yaitu mind mapping technique yang menghasilkan ide-ide yang terkait dengan topik yang mereka pilih.
- Siswa menulis ide-ide dipertemuan ke enam kedalam kalimat-kalimat sederhana dalam bentuk *simple present tense*. (Task VIII (attached): menuliskan ide tersebut dalam kalimat-kalimat *simple present tense*). Secara individu.
- Siswa menyusun kalimat-kalimat sederhana tersebut menjadi teks *descriptive* sederhana. (Task IX (attached): menulis teks *descriptive*). Individu.
- Menerima masukan dari guru.
- Merevisi hasil kerja.

### **C. Closing/ Kegiatan Penutup**

<i>Summarizing (Membuat kesimpulan )</i>
<i>Further guidance: ( PR dan tugas untuk untuk menulis teks deskripsi tentang salah satu orang yang disukai secara individu )</i>
<i>Reflection: (refleksi)</i>

- Teacher asks again to the students to make descriptive text with different topic by using mind mapping technique.
- The students make the text by themselves.

## **Pertemuan 8**

### **A. Pre Activity/ Kegiatan Pendahuluan**

Greetings (Salam dan Tegur sapa)
Pray (berdoa)
Checking attendance (Mengecek kehadiran)
Lead in

- Menjelaskan tujuan kegiatan
- Memotivasi siswa

### **B. Main Activity/ Kegiatan Inti**

- Mereview materi dipertemuan sebelumnya.
- Siswa memilih satu topik untuk dideskripsikan. (Task X, attached). Individu.
- Dengan mind mapping technique siswa dapat menemukan ide-ide yang terkait dengan topik. (Task X, attached)
- Siswa dapat menulis ide-ide topik tersebut kedalam kalimat-kalimat sederhana dalam bentuk *simple present tense*. (Task X, attached): menuliskan ide tersebut dalam kalimat-kalimat *simple present tense*.
- Siswa dapat menyusun kalimat-kalimat sederhana tersebut menjadi teks *descriptive* sederhana serta menggunakan *spelling* dan *punctuation* dengan benar. (Task X, attached): menulis teks *descriptive*).
- The teacher memberi feedback if there are mistakes made by the students.
- Merevisi hasil kerja.

### C. Closing/ Kegiatan Penutup

<i>Summarizing (Membuat kesimpulan )</i>
<i>Reflection: (refleksi)</i>

- Teacher and students summarize the whole lesson.
- Teacher asks students' difficulties of the lesson.
- Teacher gives feedback to the students including the whole process and the result of teaching and learning
- Teacher ends the class.

### 6. Sumber Belajar

1. Artono, et al., 2008. *English in Focus 2 : for Grade VII Junior High School (SMP/MTs)*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Jaka, et al., 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
3. Utami Widiati, et al. 2008. *Contextual Teaching and Learning Bahasa Inggris: for grade VIII Junior High School (SMP/MTs)*. Fourth edition. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

### 7. Peralatan

1. White board.
2. Board maker.
3. Note book
4. Relevant book
5. Gambar-gambar

6. Some piece of paper

7. LCD

## 8. Assessment

Indicators of the assessment

Indicators	Technique	Form	Task
Students are able to identify the information and the generic structures of descriptive text. (Siswa mampu mengidentifikasi berbagai informasi dan hal-hal, yang ada di dalam teks <i>descriptive</i> berdasarkan contoh)	Written text	Essay	Task I (Attached): penjelasan, contoh <i>descriptive</i> text dan pertanyaan.
Siswa mampu menyebutkan ciri kebahasaan teks <i>descriptive</i> berdasarkan contoh. Language features of the texts.			Task II (attached): contoh teks <i>descriptive</i> dan pertanyaan.
Siswa mampu mengidentifikasi <i>simple present tense</i> dalam teks <i>descriptive</i> .	Written text	Essay	Task III (Attached): mengidentifikasi kata atau kalimat <i>simple present tense</i> dalam teks contoh <i>descriptive</i> . Task IV (Attached): siswa melengkapi kalimat-kalimat dalam teks <i>descriptive</i> dengan benar. Task V (attached): siswa menyusun kata-kata menjadi kalimat <i>simple present tense</i> .

Siswa dapat menulis kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	written text	Essay	Task VI (attached): siswa menulis kalimat-kalimat <i>simple present tense</i> sederhana dengan kata-katanya sendiri.
Siswa dapat memilih topic yang mereka suka, mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topic	Written text	Essay	Task VII (Attached): mengumpulkan ide-ide dalam bentuk <i>adjective, noun, noun phrase, and preposition</i> dengan mind mapping technique.
Siswa dapat menuliskan ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task VIII (Attached): menuliskan ide-ide tersebut kedalam kalimat <i>simple present tense</i> .
Siswa dapat menggabungkan kalimat-kalimat sederhana tersebut menjadi teks <i>descriptive</i> dan menggunakan <i>punctuation</i> dengan benar.	Written text	Essay	Task IX (Attached): menulis teks <i>descriptive</i> .
Siswa dapat memilih sebuah topik, mencari ide-ide dari topik, membuat kalimat-kalimat dari ide-ide tersebut dan kemudian menyusun kalimat-kalimat tersebut menjadi paragraph <i>descriptive</i> .	Written text	Essay	Task X (attached)

## 9. Assessment Rubric

Written test essay based on Weigle, S. C. (2002: 116)

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	30-27	<ul style="list-style-type: none"> <li>• Relevant to the points of the mind mapping technique</li> <li>• Match the purpose of a descriptive text</li> </ul>
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	Very Poor	16-13	<ul style="list-style-type: none"> <li>• Does not relate to the points of the mind mapping technique or not enough to evaluate</li> <li>• Does not match the purpose of a descriptive text</li> </ul>
Organization	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Fluent expression</li> <li>• Well-organized of a descriptive text</li> </ul>
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	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>• Not fluent</li> <li>• Ideas confused or disconnected</li> <li>• Lacks logical sequencing and development</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>• Does not communicate</li> <li>• No organization or not enough to evaluate</li> </ul>
Language use	Excellent to very good	25-22	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, articles, pronouns, prepositions</li> </ul>
	Good to average	21-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, articles,</li> </ul>

			<ul style="list-style-type: none"> <li>pronouns, prepositions</li> <li>• Meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, articles, pronouns, prepositions</li> <li>• Meaning obscured or confused</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate.</li> </ul>
Mechanics	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Demonstrates mastery of conventions</li> <li>• Few errors of spelling, punctuation, capitalization</li> </ul>
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	Fair to Poor	3	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization</li> <li>• Poor handwriting</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>• Dominated by errors of spelling, punctuation, capitalization</li> <li>• Handwriting illegible or not enough to evaluate</li> </ul>
Vocabulary	Excellent to very good	20-18	<ul style="list-style-type: none"> <li>• Effective word</li> <li>• Word form mastery</li> <li>• Appropriate register</li> </ul>
	Good to average	17-14	<ul style="list-style-type: none"> <li>• Occasional errors of word</li> <li>• Adequate range</li> </ul>
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	Very Poor	9-7	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary</li> <li>• Not enough to evaluate</li> </ul>

**Pedoman Penilaian**

No	NAMA	content	organization	Language use	Mechanics	vocabulary

Tiap aspek maksimal 30, 20, 25, 5, and 20.

Skor keseluruhan  $30+20+25+5+20 = 100$

Yogyakarta, April 2012

Mengetahui

Kepala SMP N 3 Ngaglik

Guru Mata Pelajaran

Drs.Margini

NIP

Fatih Thuli' siraja

NIP

The Seventh Grade Students

# Mind Mapping Technique to Improve Students' Writing Skill at SMPN 3 Ngaglik Academic Year 2011/2012



Fatih Thuli' Siraja

**CYCLE I**  
**PERTEMUAN PERTAMA**

**Task I**

**A. Read the following material carefully.**

A descriptive text is a text which describes **a particular person, place, or thing**. The social function of descriptive text is to describe **a particular person, place or thing**. It gives audience a description. On the other word, the purpose of a descriptive is to give the reader a description of a person, a place, or an object so that the reader sees the item in his imagination.

The text starts by giving general information about the object (for example name and location); and followed by the descriptions of the object in details. The descriptive text above has main parts:

1. The INTRODUCTION that gives general information about the object (for example name and location); and
2. The MAIN PART that describes the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

To describe an object, you need to use an ADJECTIVE, for example BIG, LARGE, CLEAN and BEAUTIFUL. In the following text you can find objects that are describe such as CLEAN classrooms, a BIG library, and a BEAUTIFUL mosque.

**B. Read the following text. Then, answer the questions.**



**Mr. Danu**

Mr Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is good person and we love him very much.

**Questions**

1. What is your uncle's name?
2. How old is he?
3. Is he a farmer?

**Task II**

**Read the following text. Then, answers the questions.**

**My Friend**

I **have** a friend named Indra. He **is** a very fat person. His hobby **is** eating. He **likes** all kinds of foods. He **eats** everything in front of him. His weight **is** 95 kilograms. He **has** a very chubby cheek. His family and friends **like** him very much.

1. Does the text above use *simple present tense* form?
2. How do you know that the text uses *simple present tense* form?

### Task III

Find and underline the words in the form of *simple present tense*.

#### Mr. Danu

Mr Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is good person and we love him very much.



#### Emma Charlotte Duerre Watson

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair and black eyes. Her height is 165 cm and her weight is 58 kg. She is a generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

**Task IV** Study grammar point and make simple sentences.

**Simple Present Tense**

**Function:** Menyatakan kejadian, aktivitas atau perbuatan yang berlangsung saat ini. Biasanya menggunakan *adverb* (*now, usually, always, at present, today*).

**a. Verbal (kata krja)**

(+) **S + V1 (s/ es) + O**

**Example:**

- **I study English.**
- **She studies English.**
- **He** .....
- **You** .....
- **They** .....

- **They, we, I, you**  
(V1 ≠ s/ es)
- **He, she, it, Ria**  
(V1 + s/ es)

(-) **S + Do/ Does + not + V1 + O**

**Example:**

- **I do not study History.**
- **She does not study History.**
- **He** .....
- **You** .....
- **They** .....

- **They, we, I, you**  
(do not/ don't)
- **He, she, it, Ria**  
(does not/ doesn't)

b. Non verbal (nominal sentence)

(+) **S + to be (*is, am, are*) + Complement (adj, N, Adv)**

Example :

• **I am clever.**

• **She is lazy.**

• ..... ..

• ..... ..

• ..... ..

He, she, it, Arif = is

I = Am

You, we, they = Are

(-) **S + to be (*is, am, are*) + not + Complement (adj, N, Adv)**

Example :

• **I am not stupid.**

• **She is not diligent.**

• ..... ..

• ..... ..

• ..... ..

c. Have/ Has:

(+) **S + Have/Has + Noun**

Example:

• **Yanto has curly hair.**

• ..... ..

• ..... ..

They, we, I, you (Have)

He, she, it, Yanto (Has)

(-)

**S + doesn't/don't + have + Noun**

- **Yanto doesn't have curly hair.**

- ..... ..

- ..... ..

**They, we, I, you (don't have)**  
**He, she, it, Yanto (doesn't have)**

### Practice

- a. • **Subject + Verb (s/es) + Noun**

Example: 1. SBY leads Indonesian people.

2. ....

- **S + to be (is, am, are) + Complement (adj, NP, Adv)**

Example: 1. My friend is kind.

2. ....

- **S + has/ have + Noun**

Example: 1. She has many friends.

2. ....

- **S + has/ have + (a + adj + Noun)/ NP**

Example: 1. He has a pointed nose.

2. ....

- **It + is + (a + adj + Noun)/ NP**

Example: 1. It is the beautiful hair.

2. ....

- b. You use **THERE IS** when you talk about **SINGULAR NOUNS** and use **THERE ARE** when you talk about **PLURAL NOUNS**, for example:

1. **There are** ten notebooks in my bag.

2. **There is** a pencil in my pencil case.

3. **There is** .....

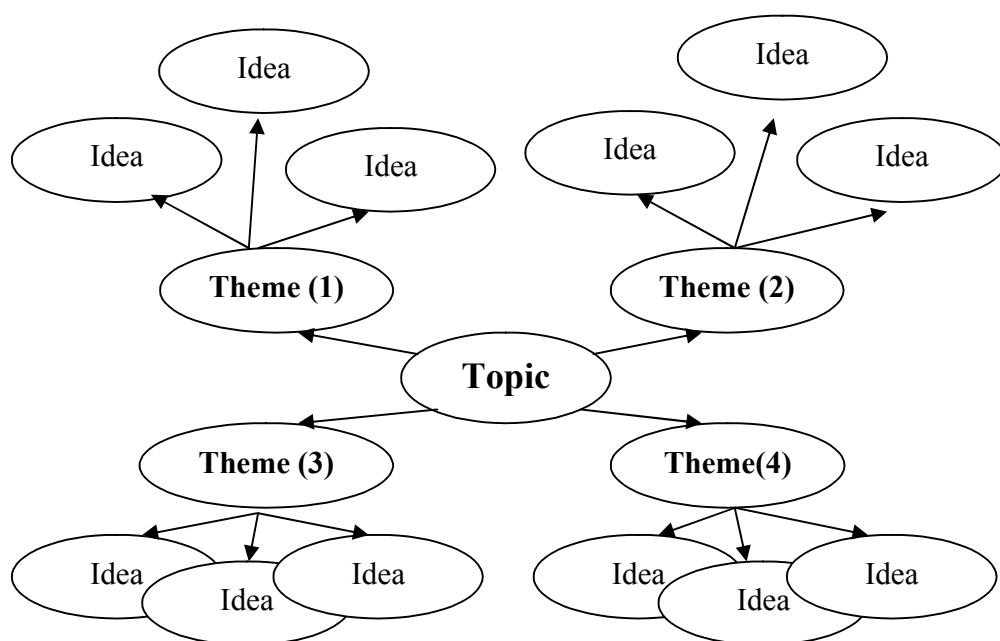
4. **There are** .....

## PERTEMUAN KE DUA

### Task V Mind Mapping Technique

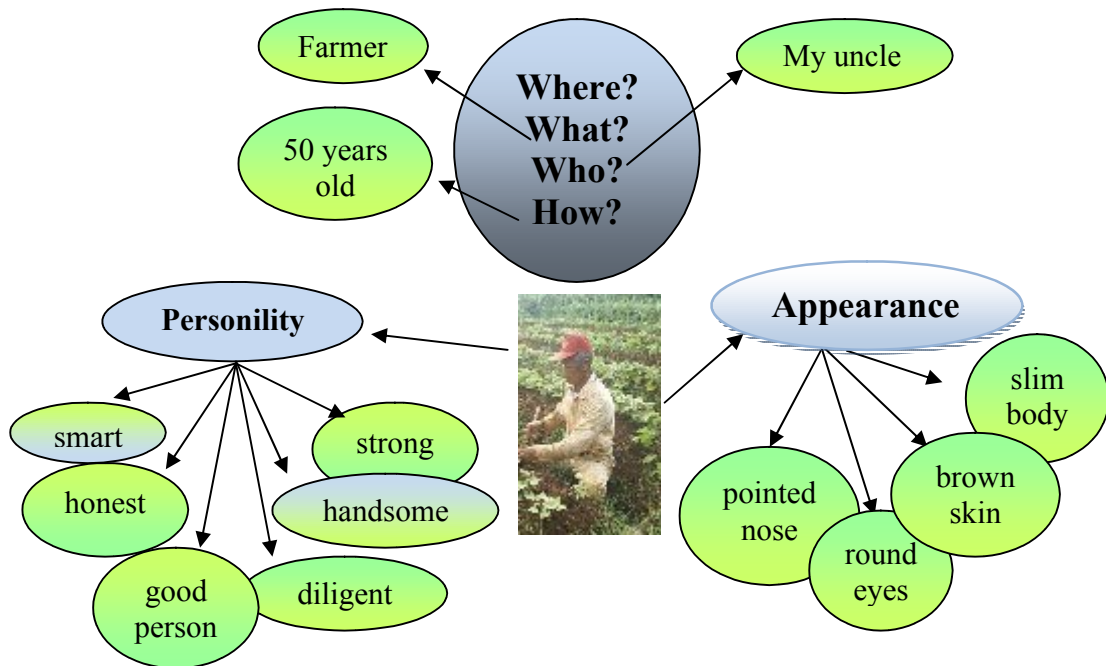
It is one of the powerful techniques which can help students generating and organizing ideas into word map that consists of topic, main ideas and supporting ideas. According to Blanchard (2003: 42), there are five steps to cluster as the following:

1. Write the topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic in circles around the main circle.
3. Connect these ideas to the center word with a line.
4. Think about each of our new ideas, write more related ideas in circles near the new ideas, and then connect them.
5. Repeat this process until we run out of ideas.



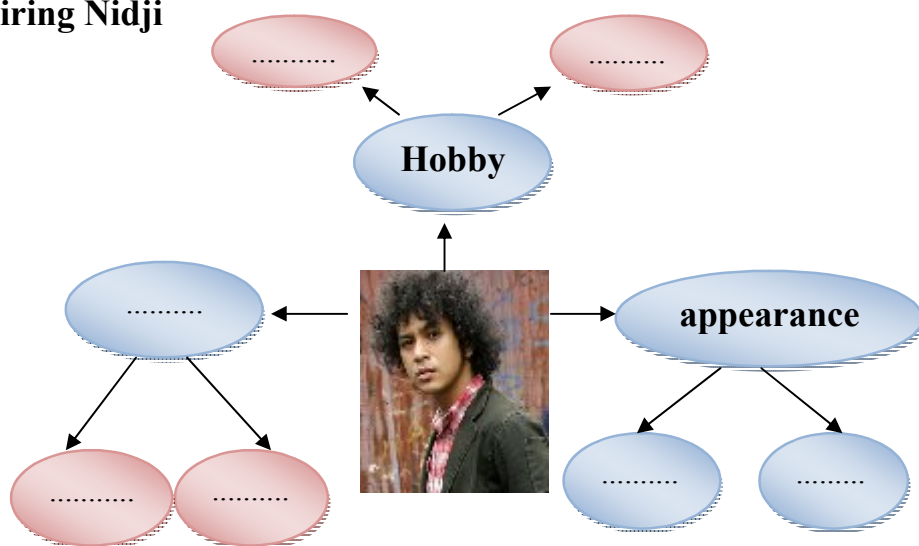
**Example:**

1) Look at the example of mind mapping on the topic of Mr. Danu.



2) In group, choose one of the following topics or any topic you want and then, find any idea by using mind mapping technique.

a. **Giring Nidji**



b. My Beloved Parents



c. My Friends



d. My Old Brother



**PERTEMUAN KETIGA**

**Task VI**

Make the ideas of the topic into good sentences.

**Example:** Write sentences from the ideas of the topic of Mr. Danu.

- a. Mr. Danu is **My uncle**.
- b. He is **a farmer**.
- c. He is **50 years old**.
- d. He is **tall and handsome**.
- e. He has **slim body**.
- f. He has **round eyes**.
- g. He has **pointed nose**.
- h. His arms and legs are **strong**
- i. His skin **is brown**.
- j. He is **diligent**.
- k. He is **smart and honest**.

**Write sentences from the ideas of topic you choose.**

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....
- i. ....

**Task VII**

Arrange the sentences into good pararaph.

**Example:****Mr. Danu**

Mr Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is good person and we love him very much.

.....

.....  
.....  
.....  
.....  
.....  
.....  
.....

PERTEMUAN KE EMPAT

**Task VIII**

**A. Write a topic and find ideas in the following.**

**My Friends**

**B. Make your ideas into good paragraph.**

**My Friends**

.....

.....

.....

.....

.....

.....

.....



**CYCLE II**  
**PERTEMUAN PERTAMA**

**Task I**

**A. Read the following material carefully.**

A descriptive text is a text which describes **a particular person, place, or thing**. The social function of descriptive text is to describe **a particular person, place or thing**. It gives audience a description. On the other word, the purpose of a descriptive text is to give the reader a description of a person, a place, or an object so that the reader sees the item in his imagination.

The text starts by giving general information about the object (for example name and location); and followed by the descriptions of the object in details. The descriptive text above has main parts:

1. The **INTRODUCTION** that gives general information about the object (for example name and location); and
2. The **MAIN PART** that describes the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

To describe an object, you need to use an **ADJECTIVE**, for example **STRONG**, **FAT**, **TALL** and **YOUNG**. In the following text you can find objects that are describe such as a **STRONG** body, **TALL** man, and a **FAT** body.

**B. Read the following text. Then, answer the following questions.**

**Susilo Bambang Yudhoyono**

Susilo Bambang Yudhoyono, popularly known as SBY, was born in Pacitan, East Java, on 9 September 1949. He is a retired Indonesian Army general officer, and the current President of Indonesia.

SBY is a tall man, about 180 cm. He has a strong and fat body, about 80 kg. His big body makes him easily recognized. His hair is wavy and black. He is looked young and handsome in his age. His skin is brown. He has a pointed nose. He is also well- known for his nice smile. SBY is also good at singing. His beautiful voice and good talent in writing his own songs helps him launching his albums.

1. What is SBY?
2. Is he a tall man, about 108 cm?
3. Does he have a flat nose?
4. Is His skin brown?
5. Why is he recognized easily?

**Task II**

Read the following text. Then, answer the questions.

**Daniel Jacob Radcliffe**

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a normal guy, about 69 kg. He is a loyal, shy, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

1. Does the text above use *simple present tense* form?
2. How do you know that the text uses *simple present tense* form?

**Task III**

Find and underline the words in the form of *simple present tense*.

**Captain David Michael**

Captain David Michael is a pilot. He is 37 years old. He is tall and strong. He is handsome and has a slim body. He has blonde hair. His face is oval. He has a pointed nose. He is smart. He flies planes around the world. We admire him.

**Task IV**

Complete the paragraph below by using “Is” and “Has”.

### The Cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He \_\_\_ better known as Mike. He \_\_\_ a beautiful voice. He \_\_\_ the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol. Mike \_\_\_ a fat man, about 210 kg. His height \_\_\_ about 167 cm. His big body makes him easily recognized. His skin \_\_\_ brown. He has a pointed nose and he \_\_\_ a wavy black hair. Mike \_\_\_ a beautiful smile. His body \_\_\_ fat. Mike \_\_\_ a nice and good person. He \_\_\_ very friendly to everyone.

**Task V**

Arrange the jumbled words below into good sentences.

**Example:** has-Mike-smile-beautiful-a.

**Answer:** Mike has a beautiful smile.

1. a-nose-pointed-has-SBY.
2. brown-is-skin-His.
3. has-skin-Mr. Siraja-light.
4. in-lives-Yogyakarta-He.
5. body-fat-His-is.

**Task VI**

Study grammar point and make simple sentences.

### Simple Present Tense

**Function:** Menyatakan aktivitas, perbuatan atau kejadian saat ini rutinitas atau kebenaran umum. Biasanya menggunakan *adverb* (*now, usually, always, at present*).

#### a. Verbal (kata kerja)

(+) **S + V1 (s/ es) + N**

**Example:**

- **He plays football** everyday.
- .....  
.....

- They, we, I, you  
(V1 ≠ s/ es)
- He, she, it, Ria  
(V1 + s/ es)

(-) **S + Do/ Does + not + V1 + N**

**Example:**

- **He does not play kite** everyday.
- .....  
.....

- They, we, I, you  
(do not/ don't)
- He, she, it, Ria  
(does not/ doesn't)

b. Non verbal (nominal sentence)

(+) **S + to be (is, am, are) + Complement (adj, N, Adv)**

Example:

- **She is beautiful.**

- ..... ..

- ..... ..

He, she, it, Arif = is  
I = Am  
You, we, they = Are

(-) **S + to be (is, am, are) + not + Complement (adj, N, Adv)**

Example:

- **She is not ugly.**

- ..... ..

- ..... ..

c. Have/ Has:

(+) **S + Have/Has + Noun**

Example:

- **Miss. Nofia has black hair.**

- ..... ..

They, we, I, you (Have)  
He, she, it, Yanto (Has)

(-) **S + doesn't/don't have + Noun**

- **Miss. Nofia doesn't have brown hair.**

- ..... ..

They, we, I, you (don't have)  
He, she, it, Yanto (doesn't has)

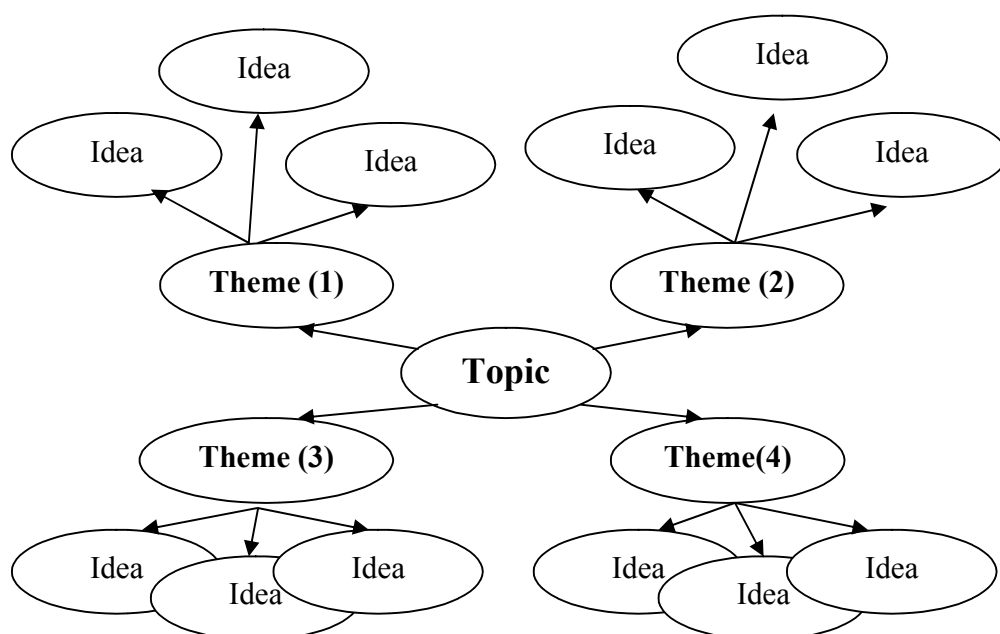
## PERTEMUAN KE DUA

### Task VII

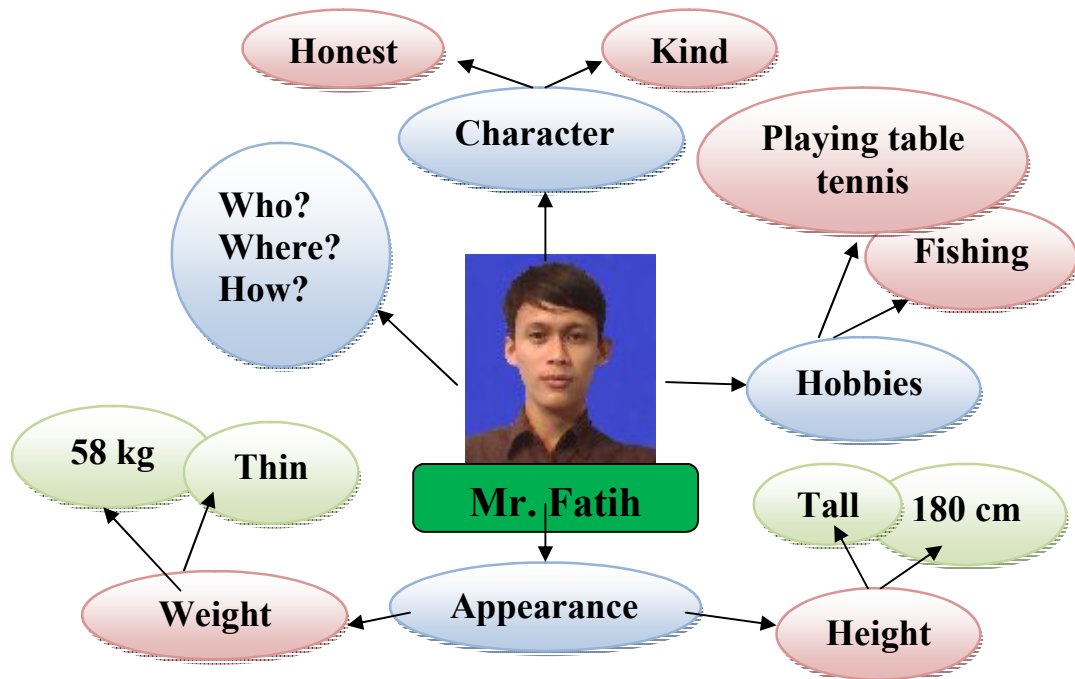
### Mind Mapping Technique

It is one of the powerful techniques which can help students generating and organizing ideas into word map that consists of topic, main ideas, and supporting ideas. According to Blanchard (2003: 42), there are five steps to cluster as the following:

1. Write the topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic in circles around the main circle.
3. Connect these ideas to the center word with a line.
4. Think about each of our new ideas, write more related ideas in circles near the new ideas, and then connect them.
5. Repeat this process until we run out of ideas.



1) Look at the example of mind mapping on the topic of Mr. Fatih.



A. Learn *adjective* in group.

1. Find and underline *adjective* (kata sifat) in following text.

### Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono, popularly known as SBY, was born in Pacitan, East Java, on 9 September 1949. He is a retired Indonesian Army general officer, and the current President of Indonesia.

SBY is a tall man, about 180 cm. He has a strong and fat body, about 80 kg. His big body makes him easily recognized. His hair is wavy and black. He is looked young and handsome in his age. His skin is brown. He has a pointed nose. He is also well-known for his nice smile. SBY is also good at singing. His beautiful voice and good talent in writing his own songs helps him launching his albums.

2. Find *adjective* of the following pictures.



- |           |         |
|-----------|---------|
| 1. Fat    | 4. .... |
| 2. Strong | 5. .... |
| 3. ....   |         |



- |              |         |
|--------------|---------|
| 1. Beautiful | 4. .... |
| 2. Slim      | 5. .... |
| 3. ....      |         |

3. Complete the following description about Captain David Michael. Look at the picture and words in the box.



Handsome	oval	slim
Strong	pointed	blonde

**Captain David Michael**

Captain David Michael is a pilot. He is 37 years old. He is tall and \_\_. He is \_\_ and has \_\_ body. He has \_\_ hair. His face is \_\_. He has a \_\_ nose. He is smart. He flies planes around the world. We admire him.

**B. Learn *Noun* in group.****1. Find and underline *Noun* (kata benda) in the following text.****Captain David Michael**

Captain David Michael is a pilot. He is 37 years old. He is tall and strong. He is handsome and has a slim body. He has blonde hair. His face is oval. He has a pointed nose. He is smart. He flies planes around the world. We admire him.

**2. Find *Noun* of the following pictures.**

**Label the parts of the head**



Cheek  
Chin  
Ear  
Eye  
Forehead  
Hair  
Lip  
Nose



moustache



beard



nostrils



eyebrows



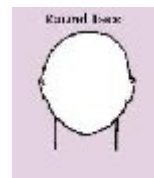
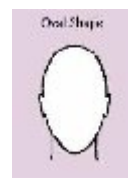
fringe



teeth

### C. Learn *Noun Phrase* in group.

**NP = adjective + Noun**



**Round eyes   Slanting eyes   Thin lips   An oval face   A round face**

**1. Complete the following Noun Phrase.**

**an example**



a handsome boy



A fat .....



A slim .....



..... hair



**blonde** hair



**brown** hair



**....** hair



**....** hair



**....** hair



**grey** eyes



**green** eyes



**....** eyes



**....** eyes



**....** eyes



**This is a black eye!**

**2. Write the missing words in the phrases. Choose from these words.**

*Nose hair face skin eyes aged body*

- 1. Pointed .....
- 2. Oval .....
- 3. Curly .....
- 4. Blue .....
- 5. Slim .....
- 6. Dark .....
- 7. Middle .....

### 3. Matching the picture with the following sentences.



A



B



C



D



E

1. He is Asian. He has light-brown skin. ....
2. He is white. He has fair skin. He has no hair/ He is *bald*. ....
3. She is black. She has dark skin. ....
4. She is white. She has very pale skin. She has curly hair. ....
5. She is white. She has lightly tanned skin. She has long hair. ....

#### D. Learn *Preposition* in group.

**In** = **In** Yogyakarta, **in** Indonesia, **in** class, **in** bag, **in** .....

**On** = **On** table, **on** wall, **on** Jl. Kaliurang, **on** Jl. Gatot Subroto,  
**on** .....

**At** = **At** home, **at** Jl. Kaliurang no.7, **at** Jl. Gatot Subroto no.  
225 Blora, **at** .....

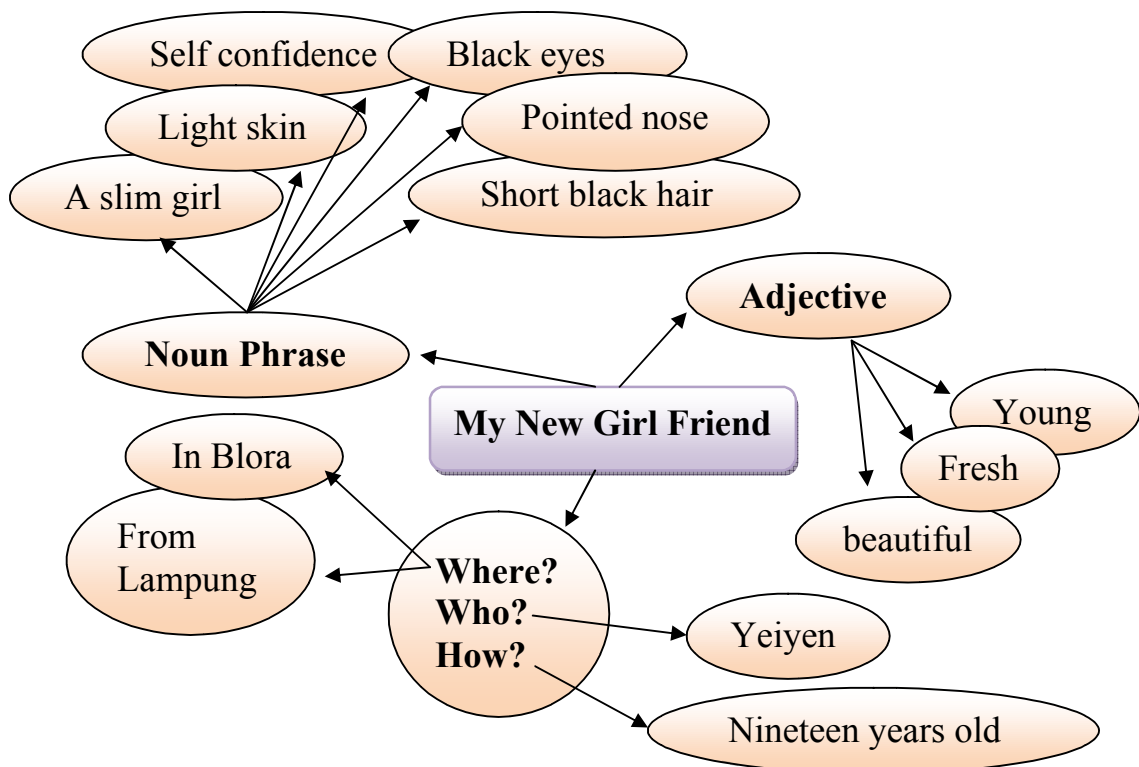
### Describe Someone

<b>Face</b> <ul style="list-style-type: none"> <li>• Oval</li> <li>• Square</li> <li>• Triangle</li> <li>• Thin</li> <li>• round</li> </ul>	<b>Body</b> <ul style="list-style-type: none"> <li>• height</li> <li>• weight</li> <li>• tall</li> <li>• short</li> <li>• medium/average..</li> <li>• fat</li> <li>• thin</li> <li>• skinny</li> <li>• midget</li> <li>• slim</li> <li>• stocky</li> <li>• stout</li> <li>• muscular</li> </ul>	<b>Hair</b> <ul style="list-style-type: none"> <li>• curly</li> <li>• straight</li> <li>• wavy</li> <li>• long</li> <li>• short</li> <li>• shoulder length</li> <li>• bald</li> <li>• frizzy</li> <li>• kinky</li> <li>• blonde</li> </ul>
<b>Lips</b> <ul style="list-style-type: none"> <li>• thin</li> <li>• thick</li> <li>• fair</li> </ul>	<b>Eyes</b> <ul style="list-style-type: none"> <li>• small</li> <li>• big</li> <li>• medium</li> <li>• blue</li> <li>• black</li> <li>• brown</li> <li>• green</li> <li>• grey</li> <li>• slanted</li> </ul>	<b>Age</b> <ul style="list-style-type: none"> <li>• old</li> <li>• young</li> <li>• middle aged</li> <li>• teen</li> </ul>
<b>Nose</b> <ul style="list-style-type: none"> <li>• small</li> <li>• big</li> <li>• pointed</li> <li>• flat</li> </ul>	<b>Specific characteristic</b> <ul style="list-style-type: none"> <li>• mole</li> <li>• pimples</li> <li>• moustache</li> <li>• beard</li> <li>• sideburns</li> <li>• scar</li> <li>• dimpled</li> </ul>	<b>Skin</b> <ul style="list-style-type: none"> <li>• white</li> <li>• brown</li> <li>• black</li> </ul>

**Practice:****1. Find any ideas of a topic using mind mapping technique.**

Example:

Topic: My New Girl Friend



You can add idea using the following table:

Describing People	
Personality Data	
• Name	: Yeiyen Yohana
• Nick Name	: Yeiyen
• Parents	: Ponidi and Erna
• Born	: Lampung, 7th of July 1994
• Hobby	: Watching a film
• Characteristics	: a good person
Physical Appearance	
• Eyes	: black
• Face	: oval
• Hair	: short and black
• Height	: 175 cm
• Weight	: 47 kg

Name: .....

No : .....

**Miss. Emi**

## PERTEMUAN KE TIGA

### Task VIII

**Make the ideas of the topic into good sentences.**

#### **Example:**

**Write sentences from the idea of the topic of My New Girl Friend.**

I have **a new girl friend**.

Her name is **Yeiyen**.

She is **nineteen years old**.

She comes **from Lampung**.

She lives **in Blora**.

She is **a slim girl**.

She is very **beautiful**.

She has **short black hair**.

She is **young and fresh**.

She is **a self confidence girl**.

She has **pointed nose, black eyes and light skin**.

• **Write sentences from your ideas.**

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....



### PERTEMUAN KE EMPAT

**Task X**

**A. Write a topic and find ideas in the following.**

.....

**B. Make your ideas into good paragraph.**

.....

.....

.....

.....

.....

.....

.....

Task 2 scores

No.	NIS	Students' name	Aspects															Total
			Content			Mechanics			Language use			Organization			Vocabulary			
			C	R	A	C	R	A	C	R	A	C	R	A	C	R	A	
1	3331	DIYAH AVIANTI	24	24	24	4	4	4	17	17	17	13	13	13	16	16	16	74
2	3332	FIFI NUR AZIZAH	19	19	19	4	4	4	18	18	18	17	17	17	15	15	15	73
3	3333	FAZA NUR AZIZI	26	26	26	4	4	4	18	18	18	17	17	17	14	14	14	79
4	3334	ALFI NUR HIDAYATI	21	21	21	4	4	4	21	21	21	15	15	15	14	14	14	75
5	3335	MIFTAH FITRIANA	23	23	23	3	3	3	17	17	17	17	17	17	15	15	15	75
6	3336	DANIELLA NATASHA	22	22	22	4	4	4	19	19	19	17	17	17	15	15	15	77
7	3337	MUHAMMAD ROHADI	20	20	20	3	3	3	21	21	21	17	17	17	17	17	17	78
8	3339	MUHAMMAD RAHIM	22	22	22	3	3	3	11	11	11	15	15	15	14	14	14	65
9	3340	ALI TOPAN	16	16	16	3	3	3	17	17	17	13	13	13	14	14	14	63
10	3341	KRIS DWI OKTAVIA	24	24	24	4	4	4	11	11	11	17	17	17	14	14	14	70
11	3342	ALFI LA'NATUS	21	21	21	3	3	3	5	5	5	14	14	14	17	17	17	60
12	3343	FEGY TRI D.	24	24	24	3	3	3	21	21	21	17	17	17	15	15	15	80
13	3344	MELA ANGGRAENI	21	21	21	3	3	3	17	17	17	17	17	17	15	15	15	73
14	3345	YUNI FAHMILUWATI	24	24	24	4	4	4	22	22	22	18	18	18	17	17	17	85
15	3346	BUSTAM	24	24	24	3	3	3	22	22	22	17	17	17	15	15	15	81
16	3347	NI PUTU SARAH	27	27	27	4	4	4	21	21	21	18	18	18	14	14	14	84
17	3348	BAGAS WARSITO	21	21	21	2	2	2	17	17	17	13	13	13	15	15	15	68
18	3349	MERY ANA EKA	21	21	21	2	2	2	18	18	18	15	15	15	14	14	14	70
19	3350	DIMAS MARANTIKA	21	21	21	2	2	2	17	17	17	14	14	14	13	13	13	67
20	3351	NURHIDAYAH	23	23	23	3	3	3	13	13	13	17	17	17	15	15	15	71
21	3352	EKO ANDRIYANTO	17	17	17	2	2	2	17	17	17	14	14	14	14	14	14	64
22	3353	MIRA ANNISA H.	22	22	22	2	2	2	17	17	17	14	14	14	15	15	15	70
23	3354	CITRA DIAN SARI	22	22	22	5	5	5	10	10	10	15	15	15	15	15	15	67
24	3355	ISMI MARETA K	21	21	21	2	2	2	21	21	21	17	17	17	16	16	16	77
25	3356	HIMAWAN OCTA S	21	21	21	4	4	4	15	15	15	13	13	13	14	14	14	67
26	3357	DIAZ SYAHRIZAL	21	21	21	2	2	2	18	18	18	11	11	11	15	15	15	67
27	3358	ROHIM BHI KHOLIQ	21	21	21	2	2	2	18	18	18	15	15	15	14	14	14	70
28	3359	SUJUD WIDIYATMOKO	21	21	21	2	2	2	17	17	17	15	15	15	13	13	13	68
29	3360	TRI LESTARI	22	22	22	2	2	2	18	18	18	15	15	15	15	15	15	72
30	3361	DHIKA DWI H.	21	21	21	4	4	4	11	11	11	13	13	13	15	15	15	64
31	3362	YODE ARUMNDA P	22	22	22	3	3	3	11	11	11	15	15	15	14	14	14	65
32	3363	LITANIA TWO W	24	24	24	4	4	4	16	16	16	17	17	17	15	15	15	76
33	3364	FIRISCHA PUTRI A	21	21	21	3	3	3	15	15	15	14	14	14	14	14	14	67
34	3365	RISKY YULINA	22	22	22	3	3	3	18	18	18	13	13	13	13	13	13	69
35	3366	APRILIO TRI K	21	21	21	3	3	3	10	10	10	14	14	14	14	14	14	62
36	3367	ARBA THOYIB H	21	21	21	3	3	3	18	18	18	13	13	13	13	13	13	68
Mean Scores			23,7576			3,36364			17,97			16,5455			15,97			71,139

Task 1 scores

No.	NIS	Students' name	Aspects															Total
			Content			Mechanics			Language use			Organization			Vocabulary			
			C	R	A	C	R	A	C	R	A	C	R	A	C	R	A	
1	3331	DAH AVIANTI	19	19	19	3	3	3	11	11	11	13	13	13	14	14	14	60
2	3332	FIFI NUR A.	19	19	19	3	3	3	13	13	13	13	13	13	14	14	14	62
3	3333	FAZA NUR A.	22	22	22	3	3	3	21	19	20	14	14	14	15	15	15	74
4	3334	ALFI NOOR H.	20	20	20	4	4	4	13	13	13	13	13	13	15	15	15	65
5	3335	MIFTAH FITRIANA	22	22	22	2	2	2	22	22	22	14	14	14	14	14	14	74
6	3336	DANIELLA N.P.	22	22	22	4	4	4	18	18	18	14	14	14	15	15	15	73
7	3337	M. ROHADI	17	17	17	2	2	2	11	11	11	11	11	11	13	13	13	54
8	3339	MUHAMMAD RAHIM	20	20	20	3	3	3	13	13	13	14	14	14	14	14	14	64
9	3340	ALI TOPAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	3341	KRIS DWI O.	21	21	21	3	3	3	13	13	13	14	14	14	14	14	14	65
11	3342	ALFI LANATUS S.	17	17	17	2	2	2	10	10	10	12	12	12	14	14	14	55
12	3343	FEGY TRI D.	18	18	18	3	3	3	12	12	12	13	13	13	14	14	14	60
13	3344	MELA ANGGRAENI	21	21	21	2	2	2	23	23	23	13	12	12,5	14	14	14	72,5
14	3345	YUNI FAHMILUWATI	22	22	22	4	4	4	21	19	20	14	14	14	16	15	15,5	75,5
15	3346	BUSTAM	21	21	21	3	3	3	16	16	16	13	13	13	16	16	16	69
16	3347	NI PUTU SARAH	22	22	22	3	3	3	13	13	13	14	14	14	15	15	15	67
17	3348	BAGAS WARSITO	21	21	21	3	3	3	13	13	13	13	13	13	14	14	14	64
18	3349	MERY ANA E.	16	16	16	3	3	3	11	11	11	13	13	13	12	12	12	55
19	3350	DIMAS MARANTIKA	17	17	17	2	2	2	13	13	13	13	13	13	14	14	14	59
20	3351	NURHIDAYAH	18	18	18	3	3	3	13	13	13	13	13	13	14	14	14	61
21	3352	EKO ANDRIYANTO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	3353	MIRA ANNISA H.	19	18	18,5	2	2	2	11	11	11	13	13	13	13	12	12,5	57
23	3354	CITRA DIAN S.	19	19	19	3	3	3	12	12	12	14	14	14	14	14	14	62
24	3355	ISMI MARETA K.N.	18	18	18	3	3	3	13	13	13	13	13	13	14	14	14	61
25	3356	HIMAWAN O.	19	19	19	3	3	3	13	13	13	13	13	13	14	14	14	62
26	3357	DIAZ SYAHRIZAL	18	18	18	2	2	2	17	16	16,5	12	12	12	15	15	15	63,5
27	3358	RAHIM BHI KHOLIQ	19	19	19	3	3	3	13	13	13	14	14	14	14	14	14	63
28	3359	SUJUD WIDIYATMOKO	17	17	17	2	2	2	12	12	12	13	13	13	14	14	14	58
29	3360	TRI LESTARI	19	19	19	2	2	2	13	13	13	13	13	13	15	15	15	62
30	3361	DHIKA DWI H.	20	20	20	4	4	4	12	12	12	13	13	13	14	14	14	63
31	3362	YODE ARUMNDA P.	18	18	18	4	4	4	11	11	11	12	12	12	15	15	15	60
32	3363	LITANIA TWO W.	18	18	18	3	3	3	12	12	12	13	13	13	14	14	14	60
33	3364	FRISCHA PUTRI A.	18	18	18	2	2	2	10	10	10	13	13	13	14	14	14	57
34	3365	RISKY YULIANA	17	17	17	2	2	2	12	12	12	13	13	13	14	13	13,5	57,5
35	3366	APRILIO TRI K.	18	18	18	3	3	3	11	11	11	13	13	13	15	14	14,5	59,5
36	3367	ARBA THOYIB H.	15	15	15	3	3	3	16	16	16	12	12	12	13	13	13	59
Mean score			19,0147			2,82353			13,69			13,0735			14,15			62,75

## Task 3 Scores

No.	NIS	Students' name	Aspects															Total
			Content			Mechanics			Language use			Organization			Vocabulary			
			C	R	A	C	R	A	C	R	A	C	R	A	C	R	A	
1	3331	DIAH AVIANTI	27	27	27	4	4	4	21	21	21	18	18	18	17	17	17	87
2	3332	FIFI NUR AZIZATI	27	27	27	4	4	4	22	22	22	18	18	18	17	17	17	88
3	3333	FAZA NUR AZIZI	26	26	26	4	4	4	22	22	22	18	18	18	17	17	17	87
4	3334	ALFI NOOR H.	27	27	27	5	5	5	22	22	22	18	18	18	18	18	18	90
5	3335	MIFTAH FITRIANA	26	26	26	4	4	4	20	20	20	18	18	18	17	17	17	85
6	3336	DANIELLA NATASHA P.H.	27	27	27	4	4	4	21	21	21	18	18	18	17	17	17	87
7	3337	ROHADI	26	26	26	4	4	4	21	21	21	18	18	18	17	17	17	86
8	3339	MUHAMMAD RAHIM	24	24	24	4	4	4	17	17	17	17	17	17	17	17	17	79
9	3340	ALI TOPAN	22	22	22	3	3	3	16	16	16	14	14	14	16	16	16	71
10	3341	KRIS DWI OKTAVIA	25	25	25	4	4	4	17	17	17	17	17	17	17	17	17	80
11	3342	ALFI LANATUS S.	26	26	26	5	5	5	17	17	17	17	17	17	17	17	17	82
12	3343	FEGY TRI DAMAYANTI	27	27	27	5	5	5	21	21	21	18	18	18	17	17	17	88
13	3344	MELA ANGGRAENI	26	26	26	4	4	4	18	18	18	17	17	17	17	17	17	82
14	3345	YUNI FAHMILUWATI	26	26	26	4	4	4	17	17	17	18	18	18	17	17	17	82
15	3346	BUSTAM	25	25	25	4	4	4	22	22	22	18	18	18	18	18	18	87
16	3347	NI PUTU SARAH	28	28	28	4	4	4	23	23	23	18	18	18	18	18	18	91
17	3348	BAGAS WARSI TO	26	26	26	4	4	4	22	22	22	17	17	17	17	17	17	86
18	3349	MERY ANA EKA F. Y.	25	25	25	4	4	4	17	17	17	17	17	17	17	17	17	80
19	3350	DIMAS MARANTIKA	25	25	25	3	3	3	18	18	18	17	17	17	17	17	17	80
20	3351	NURHIDAYAH	25	25	25	4	4	4	19	19	19	18	18	18	19	19	19	85
21	3352	EKO ANDRIYANTO	23	23	23	3	3	3	16	16	16	15	15	15	16	16	16	73
22	3353	MIRA ANNISA H.	25	25	25	5	5	5	18	18	18	17	17	17	17	17	17	82
23	3354	CITRA DIAN SARI	26	26	26	5	5	5	17	17	17	17	17	17	17	17	17	82
24	3355	ISMI MARETA	26	26	26	4	4	4	17	17	17	17	17	17	18	18	18	82
25	3356	HIMAWAN OKTA S.	24	24	24	4	4	4	16	16	16	16	16	16	17	17	17	77
26	3357	DIAZ SYAH RIZAL	24	24	24	4	4	4	18	18	18	15	15	15	17	17	17	78
27	3358	ROHIM BHI KHOLI Q	26	26	26	5	5	5	21	21	21	17	17	17	18	18	18	87
28	3359	SUJUD WIDIYATMOKO	25	25	25	3	3	3	18	18	18	18	18	18	17	17	17	81
29	3360	TRI LESTARI	25	25	25	4	4	4	15	15	15	15	15	15	18	18	18	77
30	3361	DHIKA DWI H.	25	25	25	5	5	5	21	21	21	18	18	18	18	18	18	87
31	3362	YODE ARUMNDA P.	26	26	26	4	4	4	17	17	17	17	17	17	17	17	17	81
32	3363	LITANIA TWO WINDA	27	27	27	5	5	5	18	18	18	17	17	17	18	18	18	85
33	3364	FRISCHA PUTRI	25	25	25	4	4	4	17	17	17	17	17	17	17	17	17	80
34	3365	RISKY YULIANA	25	25	25	5	5	5	22	22	22	17	17	17	16	16	16	85
35	3366	APRILIO TRI KUSUMA	25	25	25	5	5	5	19	19	19	17	17	17	17	17	17	83
36	3367	ARBA TOYIB	25	25	25	4	4	4	20	20	20	17	17	17	17	17	17	83
Mean Scores					27			4,41176			20,09			18,1176			18,21	82,944

**Students' Score on Each Task**

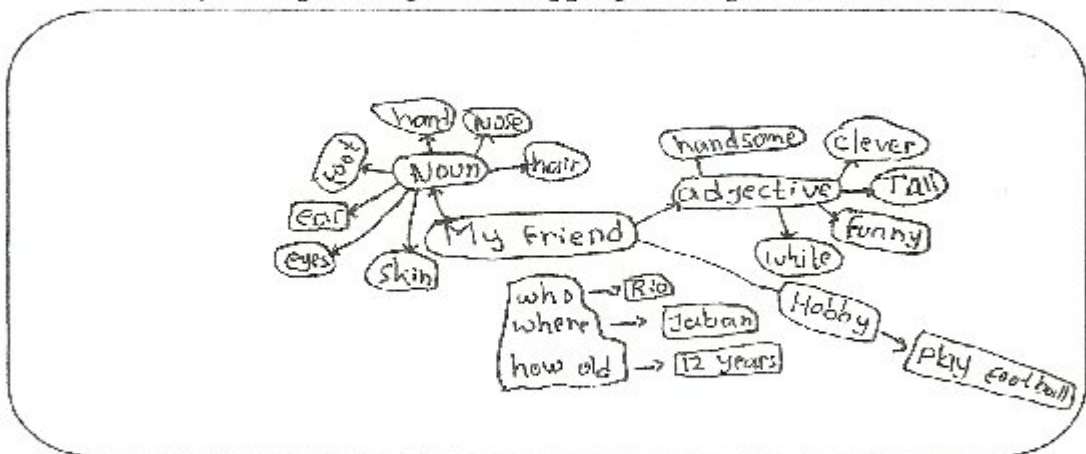
No	Name of the Students	Score of task 1	Score of task 2	Score of task 3
1	DIYAH AVIANTI	60	74	87
2	FIFI NUR AZIZAH	62	73	88
3	FAZA NUR AZIZI	74	79	87
4	ALFI NUR HIDAYATI	65	75	90
5	MIFTAH FITRIANA	74	75	85
6	DANIELLA NATASHA	73	77	87
7	M. ROHADI	54	78	86
8	M. RAHIM	64	65	79
9	ALI TOPAN	0	63	71
10	KRIS DWI OKTAVIA	65	70	80
11	ALFI LANATUS S.	55	60	82
12	FEGY TRI DAMAYANTI	60	80	88
13	MELA ANGGRAENI	72,5	73	82
14	YULI FAHMILUWATI	72,5	85	82
15	BUSTAM	69	81	87
16	NI PUTU SARAH A.	67	84	91
17	BAGUS WARSITO	64	68	86
18	MERY ANA EKA F.	55	70	80
19	DIMAS MARANTIKA D.	59	67	80
20	NURHIDAYAH	61	71	85

21	EKO ANDRIYANTO	0	64	73
22	MIRA ANNISA H.	57	70	82
23	CITRA DIAN SARI	62	67	82
24	ISMI MARETA K.	61	77	82
25	HIMAWAN OCTA S.	62	67	77
26	DIAZ SYAHRIZAL	63,5	67	78
27	ROHIM BHI KHOLIQ	63	70	87
28	SUJUD WIDIYATMOKO	58	68	81
29	TRI LESTARI	62	72	77
30	DHIKA DWI H.	63	64	87
31	YODE ARUMNDA P.	60	65	81
32	LITANIA TWO W.	60	76	85
33	FIRISCHA PUTRI A.	57	67	80
34	RISKY YULIANA	57,5	69	85
35	APRILIO TRI K.	59,5	62	83
36	ARBA THOYIB H.	59	68	83

	COLABORATOR	RESEARCHER
TANDA TANGAN		
NAMA	Dra. Ag Emi Indarti M.Pd	Fatih Thuli' Siraja
NIP	19600825 198103 2 003	-

Name : Arba Thauib H.  
 Class : VII D  
 St. Number : 36

Find idea of your topic using mind mapping technique.



Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

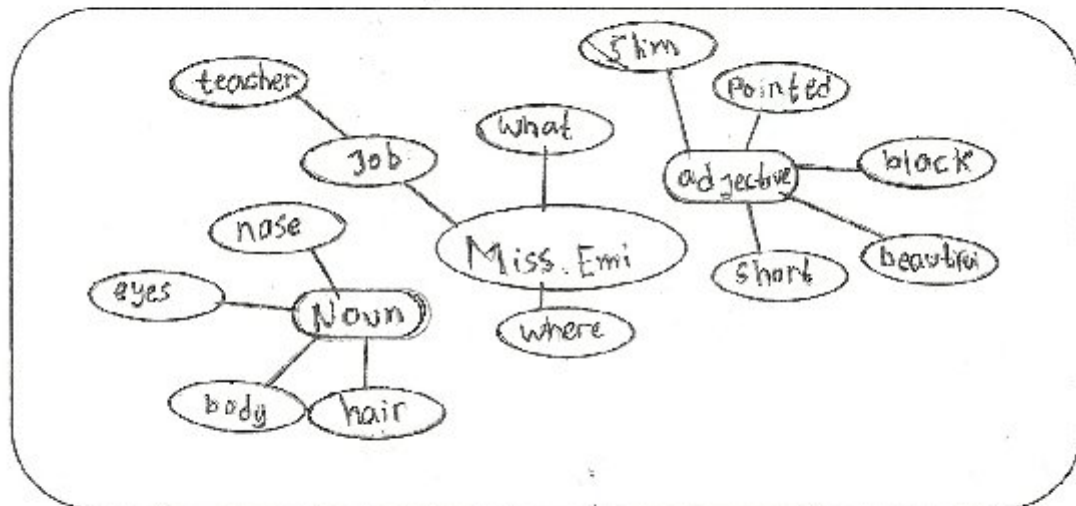
My friend

I have a friend. He is Rio. Rio is 12 years old. He has skin white. Rio live at Jaban. Rio is handsome. He has eyes. Rio is funny. He is Tall. He is clever. He has eye. foot. He hobby is play football. He has nose. He has ear.

Score: 59

Name : Arba Thoyib H.  
 Class : VII D  
 St. Number : 36

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. Her full name is Agustina Emi Indarti.
2. She was born in Banjul.
3. She is beautiful.
4. She is my English teacher.
5. She is 52 years old.
6. She has black eyes.
7. She has slim body and light skin.
8. She has a pointed nose.
9. She is kind.
10. She live in sarapadan.

Reconstruct:

Miss Emi.....

I have an English teacher Her name is Agustina Emi Indarti. Nick name is Miss Emi she lives in sarapadan Depok, Sleman. She was born in Banjul, on 25 Agustus 1960. She has slim body and light skin. Her has black eyes. Her hobbies are reading, singing, and writing. She has short hair, she teaches English at smp 3 ngalik. I love Miss Emi

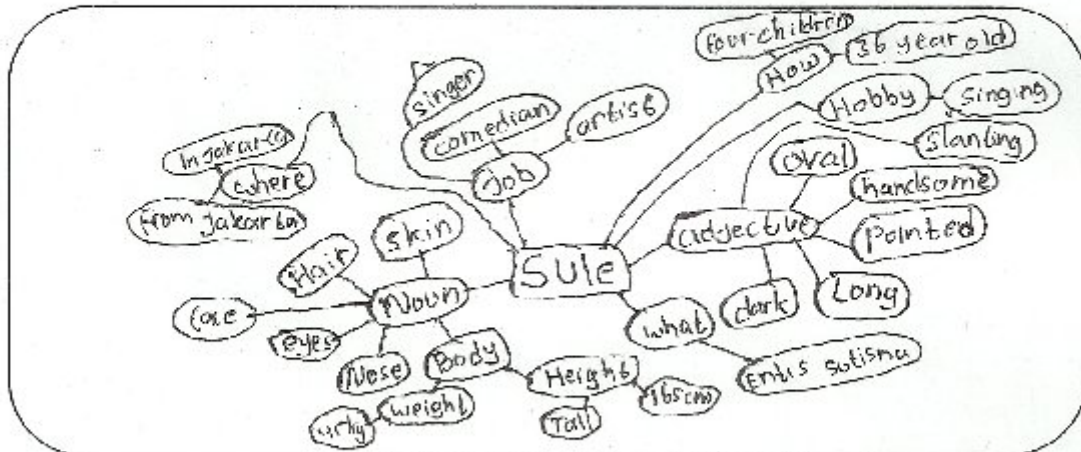
Score: 71

Name : Arba Thayib H.

Class : VII R

St. Number : 36

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. His full name is Entis sutisna.
2. He is handsome.
3. He is Tall.
4. Nick name is Sule.
5. Sule is comedian.
6. He is 36 years old.
7. He lives in Jakarta.
8. He has a slanting eyes.
9. His hobby is singing.
10. He has a pointed nose.
11. His height 165cm.
12. He has a oval face.
13. His weight 45kg.

### Sule

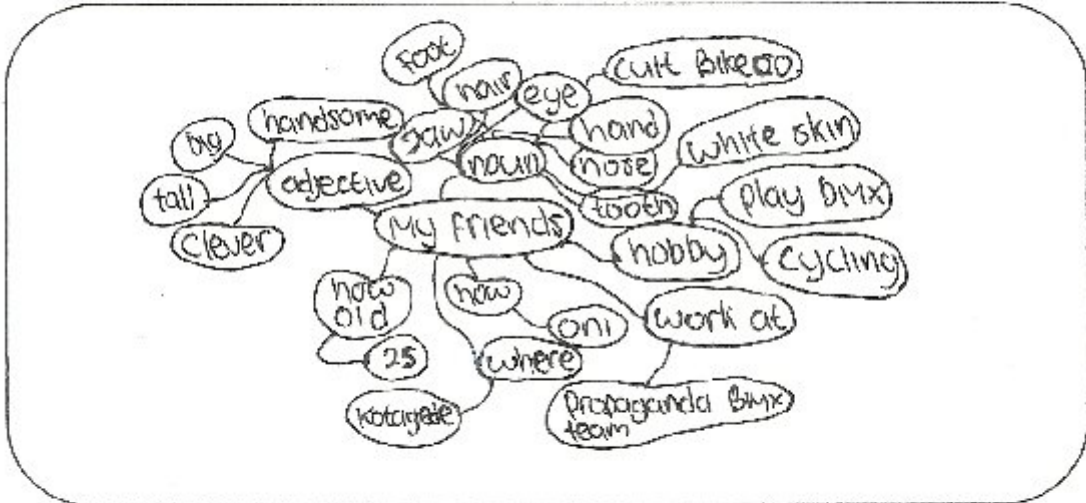
I have a favorite artist. His full name is Entis sutisna. Nick name is Sule. Sule was born in West Java on 1976. Now he lives in Jakarta. He is 36 years old and has four children. He is one of Opera Van Java.

Sule is handsome. He is tall, about 165 cm. Sule is comedian, singer, and artist on TRANS 7. He has slanting nose. He has dark skin and a pointed nose. His weight is 45 kg. I love Sule.

Score: 83

Name : Syjud Widiyatmoro  
 Class : VII D  
 St. Number : 28

Find idea of your topic using mind mapping technique.



Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

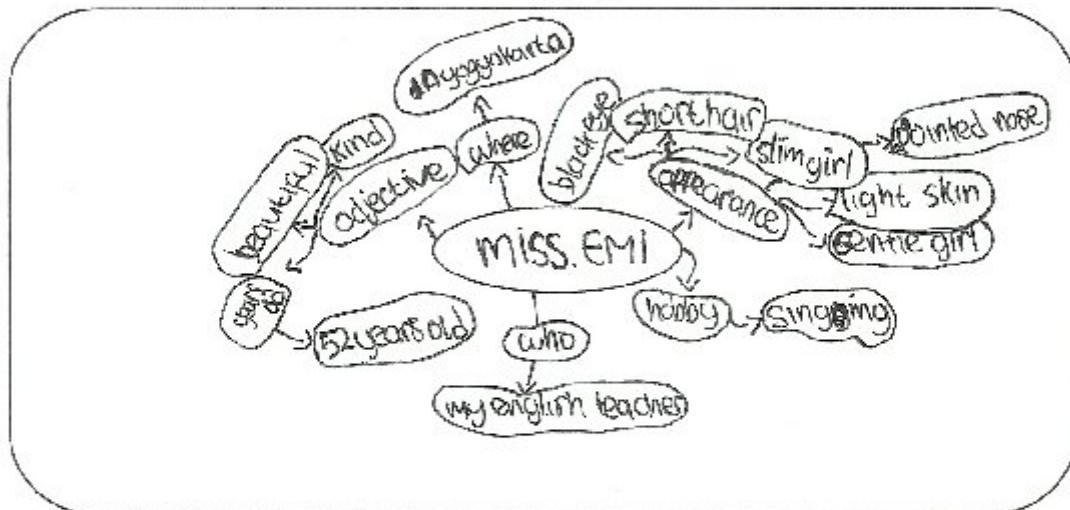
My Friends

I Have a Friends , He is oni . Oni is 25 years old .  
 Oni live at kotagede . Oni has hair , eye , jaw , tooth , nose ,  
 hand , foot , white skin and cult bike co . Oni is Handsome , big ,  
 tall and clever . He together Play Bmx with Wendy . He Hobby  
 is cycling and playing Bmx Street . He Not Study if  
 he work at propaganda Bmx Team .

Score:58

Name	: Syid Widiyatmoko
Class	: VII D
St. Number	: 28

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. Miss. Emi is my English Teacher.
2. She lives in Yogyakarta.
3. She is a light skin.
4. She is kind.
5. She is 52 years old.
6. She hobby is singing.
7. She is black eyes.
8. She is short hair.
9. She is slim girl.
10. She is gentle girl.

Reconstruct:

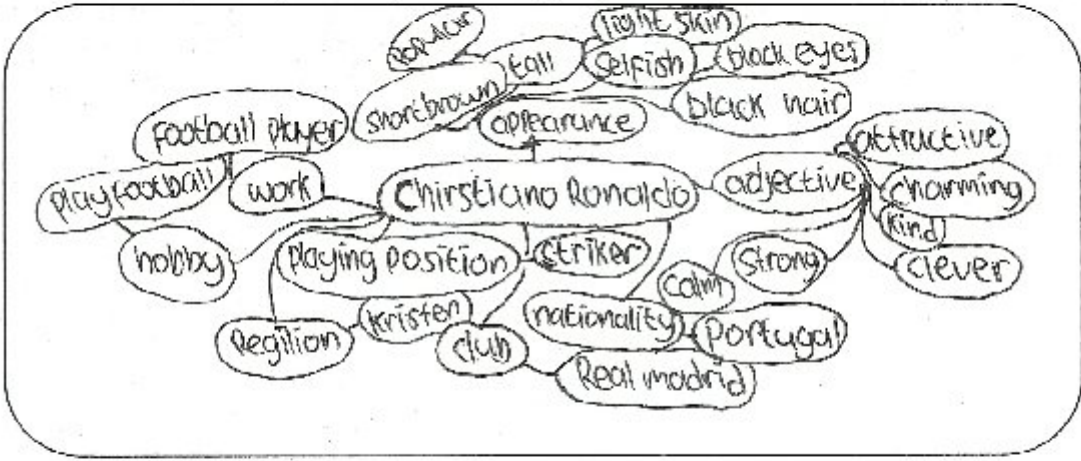
Miss Emi

Miss Emi is my english teacher. She lives in Yogyakarta. She is 52 years old. She is kind and beautiful. She hobby is singing. She has short hair, black eyes, light skin, and pointed nose. She is a fine good teacher and she works at SMPN 3 NGABLIK, she born 1960 of beautiful. and she have a oval face.

Score: 68

Name : Sujud Widiyaemoto  
 Class : X.II.P  
 St. Number : 28

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. His name is Ronaldo.
2. He is a light skin.
3. He is a black hair.
4. He is a tall.
5. He is a handsome
6. His join in real Madrid.
7. He work is football player
7. He is attractive.
8. His nationality is Portugal.
9. He is selfish.
10. He is charming.
11. His regition is kristen.
12. He playing position is striker.
13. He is short brown.

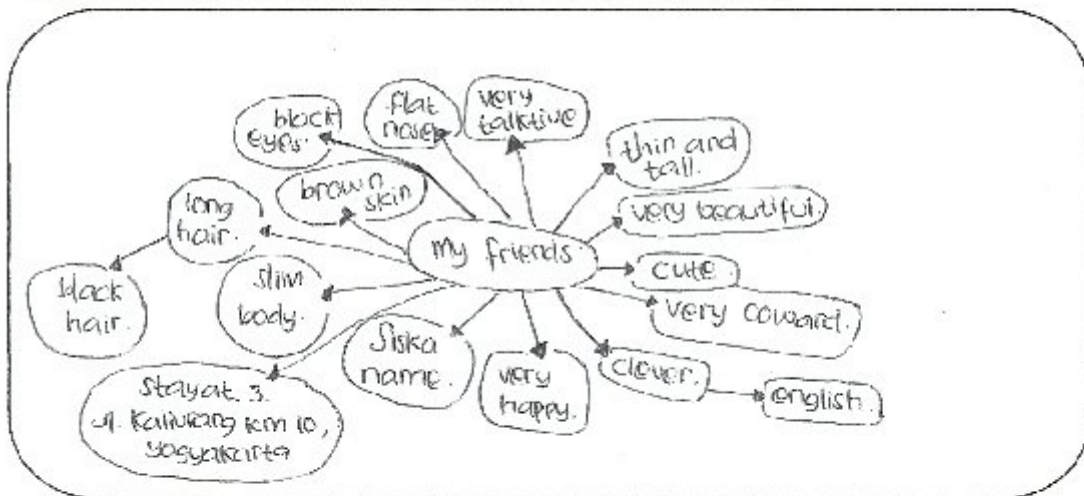
Christiano Ronaldo

I have favourite football player. He full name is a Christiano Ronaldo. His nickname is Ronaldo. He nationality is a Portugal and he regition is kristen. Christiano Ronaldo is a handsome, but selfish. He has black hair, short brown, black eyes, and light skin. He work is football player. His hobby is play football, and his popular. He club in Real Madrid he playing position is striker. He is clever, strong, charming, calm, attractive and he tall. Im like Christiano Ronaldo and im very like his a playing football.

Score: 81

Name : Litania Two Winda  
 Class : VII D  
 St. Number : 22

Find idea of your topic using mind mapping technique.



Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

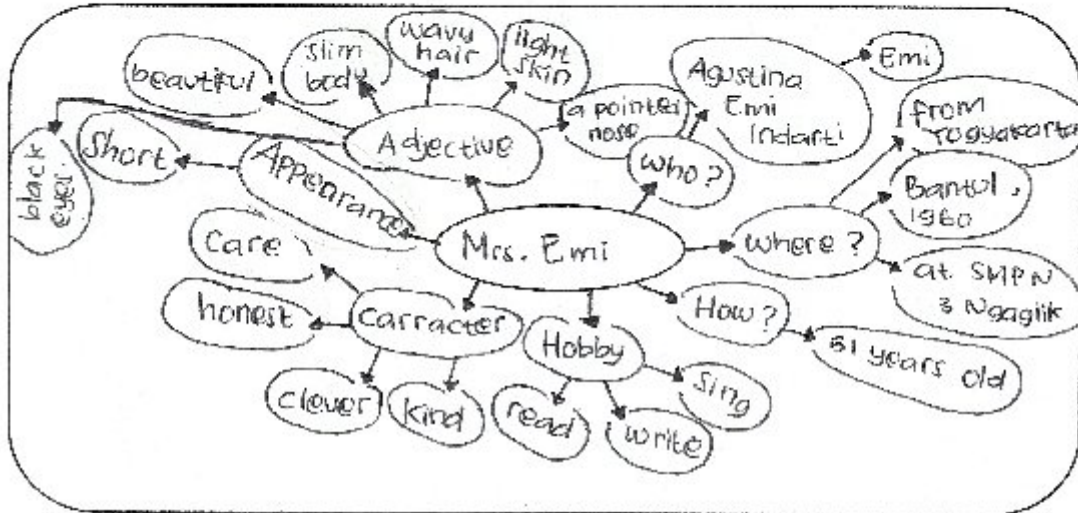
My friends

I have a friend. Her name is Siska. She is very beautiful, cute and clever. She clever english. She has slim body, brown skin, long hair, black hair, black eyes, flat nose, thin and tall. She is very coward but very happy. She stay at 3 Jl. Kalurang km 10, Yogyakarta. She very talkative too. She happy about can help she parents. She help parents everyday. If she sad, I always to entertain she. I happy has my friends.

Score:60

Name : Litania Two Winda  
 Class : XII D  
 St. Number : 32

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. She is Agustina Emi. I.
2. She from Yogyakarta.
3. She is 51 years old.
4. She teaches english at SMPN 3
5. She was born in Bantul, 1960
6. Her hobbies are singing, writing,
7. She was round eyes.
8. She is beautiful girl.
9. She has black eyes.
10. She has slim body.

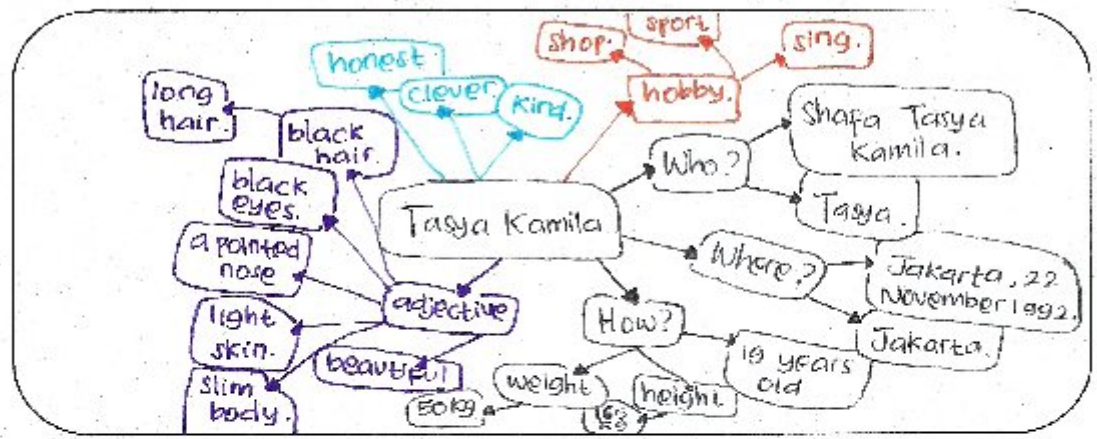
Reconstruct:

Mrs. Emi

I have an English teacher. Her name is Agustina Emi Indarti. She lives in Yogyakarta. She was born on 25 August 1960 in Bantul. She teaches English at SMPN 3 Ngaglik. Her hobbies are singing, writing, and reading. Miss Emi is a beautiful girl. He has black eyes, slim body, light skin, a pointed nose and black eyes. Mrs Emi are kind, clever, honest, and care. She has wavy hair. She teacher the english clearly. We love Mrs. Emi very much.

Name : Litanio Two Winda  
 Class : VII P  
 St. Number : 32

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

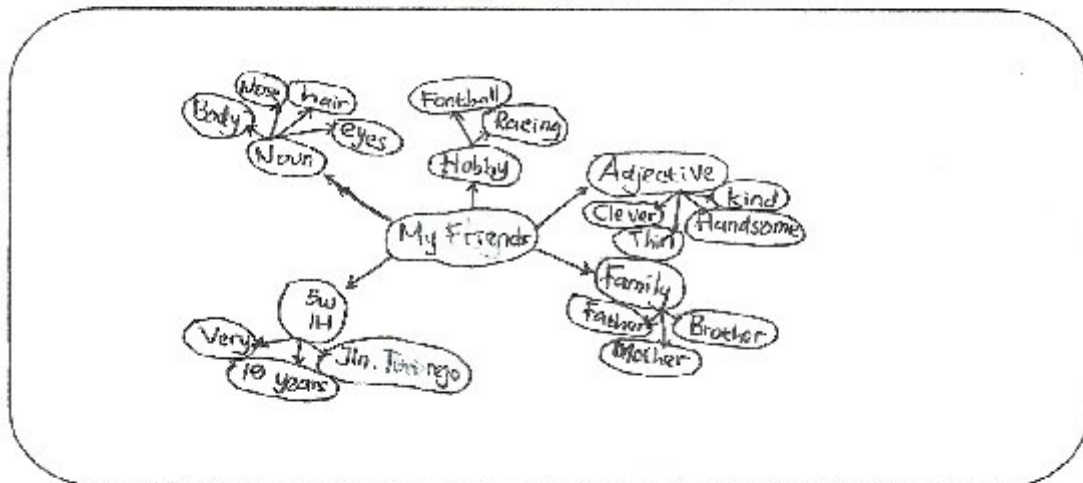
1. She is Shafa Tasya Kamila.
2. Her nickname is Tasya.
3. She lives in Jakarta.
4. She was born in Jakarta, 22 Nov 1992
5. She is 19 years old.
6. She has a pointed nose.
7. She has light skin.
7. Her hobby is sing.
8. She is clever.
9. She is honest.
10. She is kind.
11. She has black hair.
12. She has slim body.
13. She is a beautiful girl.

Tasya Kamila.

I have a favorite artist, her name is Shafa Tasya Kamila. Her nickname is Tasya. She was born in Jakarta, November 22, 1992. She now living in Jakarta. His age 19 years old. She is clever, kind, and honest. She has slim body, black hair, black eyes and light skin. She has a pointed nose. She is tall, about 165 cm. Her weight is 50 kg. Her hobby is singing, shopping and sport. Her hobby is cooking. Her religaus is Islam. She is a beautiful girl. I love her because beautiful and clever.

Name : Alfi I. a. Natus S.  
 Class : VII D  
 St. Number : 11 (Sebelas)

Find idea of your topic using mind mapping technique.



Task 1. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

My Friends

His name is Very. Old 19 years. His lives in Jln. Turi Rejo. His hobby is Racer and football. His family is father, mother, and Brother. His is clever, thin, kind, and Handsome. His have nose Sharp. His have hair bald. His have eyes slanting. His my friends kind and considerate. His is sweet and tall. I Love You My friends. The is Best Friends forever.

.....

.....

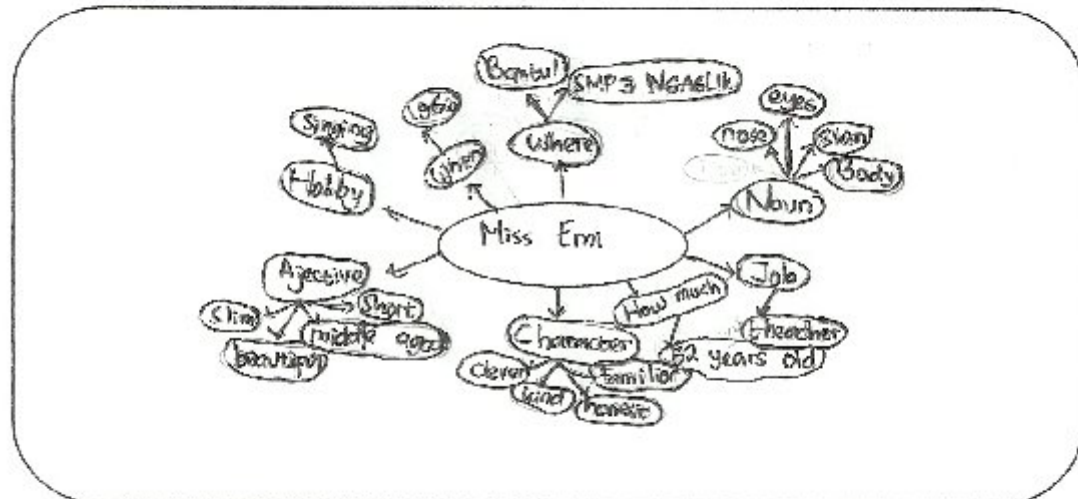
.....

.....

Score: 55

Name : ALFI I.A. NATUS S.  
 Class : VII D  
 St. Number : 11

Find idea of your topic using mind mapping technique.



Task 2. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

Sentences:

1. She is teacher at SMP 3 NGAELIK. Her hobby is singing.
2. She is clever.
3. She is kind.
4. Miss Emi has a pointed nose.
5. Miss Emi has black eyes.
7. She is beautiful.
8. She is English teacher.
9. Miss Emi is from Bantul.
10. Miss Emi is middle aged.

Reconstruct:

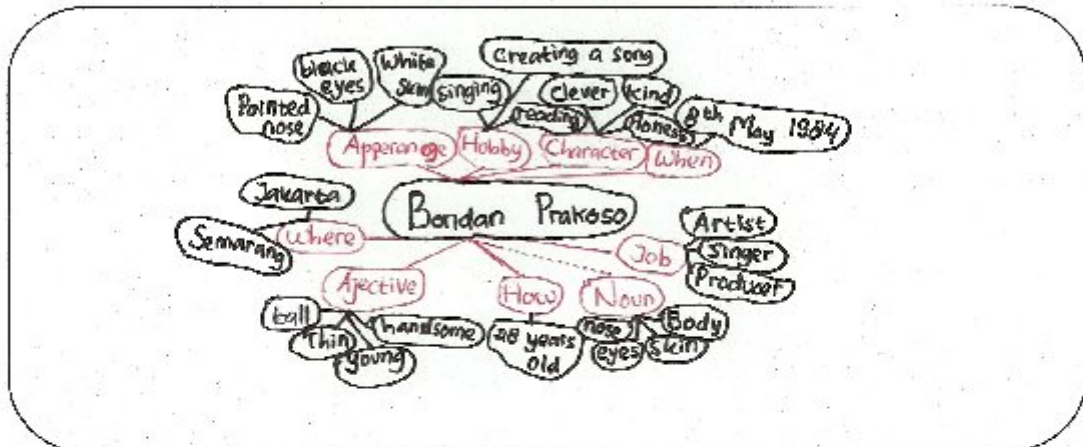
Miss Emi

Miss Emi is English teacher at SMP 3 NGAELIK. She was born in Bantul, Yogyakarta on 25 August 1960. She lives in Soropaden CS XII / 19 A Depok, Sleman, Yogyakarta. Miss Emi is 52 years old. Her hobby is singing. She has a pointed nose, black eyes, and light skin. She has slim body. She is beautiful, middle aged, and short. She is kind, honest, and clever. Miss Emi is familiar.

Score: 60

Name : Alfi I.a. Natus S.  
 Class : VII D  
 St. Number : 11 (Sebelas)

Find idea of your topic using mind mapping technique.



Task 3. Change your idea into good sentences and then reconstruct the sentences into good paragraph.

1. He is tall.
2. He is thin.
3. He is young.
4. He is handsome.
5. Bondan is an artist.
6. Bondan is a singer.
7. Bondan is a producer.
8. He has black eyes.
9. He has white skin.
10. Bondan is clever.
11. Bondan is kind.
12. His hobby is singing.
13. His hobby is reading.

### Bondan Prakoso

Bondan Prakoso is an artist. He is a singer and producer. He was born in Semarang, May 8, 1984. Bondan is now living in Jakarta. He is 28 years old. His nick name is Bondan.

He is kind. He is clever and honest. His hobby is singing. His hobby is creating a song and reading. Bondan has a pointed nose, black eyes, black hair, and white skin. Bondan has thin body. Bondan is tall, thin, young, and handsome. His father's name Sisco Batara. His mother's name Yulianingsih.

## OBSERVATION SHEET

## A. CYCLE 1

## First meeting

Date: April 30th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying, and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher gives an example of descriptive text to the students.	√	
4	The teacher explains the generic structure and language feature of descriptive text to the students.	√	
5	The teacher explains and gives an exercise to the students about the use of simple present tense.	√	
6	The teacher gives time to students to ask some questions related to their difficulty.	√	
7	The teacher does not dominate the teaching learning process.	√	
8	Students' participation are good.	√	
9	The teacher concludes the material.	√	
10	The teacher closes the class.	√	

No.	Indicators	Technique	Form	Tasks
1	Students are able to identify the information and the generic structures of descriptive text. (Siswa mampu mengidentifikasi berbagai informasi dan hal-hal, yang ada di dalam teks <i>descriptive</i> berdasarkan contoh)	Written text	Essay	Task I (Attached): penjelasan, contoh <i>descriptive</i> text dan pertanyaan.
2	Siswa mampu menyebutkan ciri kebahasaan teks <i>descriptive</i> berdasarkan contoh. Language features of the texts.	Written text	Essay	Task II (attached): contoh teks <i>descriptive</i> dan pertanyaan.
3	Siswa mampu mengidentifikasi <i>simple present tense</i> dalam teks <i>descriptive</i> .	Written text	Essay	Task III (Attached): mengidentifikasi kata atau kalimat <i>simple present tense</i> dalam teks contoh

				<i>descriptive.</i>
4	Siswa dapat menulis kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task IV (Attached): siswa menulis kalimat-kalimat <i>simple present tense</i> sederhana dengan kata-katanya sendiri.

### Second meeting

**Date: May 1st, 2012**

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher reviews the previous material.	√	
4	The teacher gives time to students to ask some questions related to their difficulty.	√	
5	The teacher explains mind mapping technique and students' role in the mind mapping activity.	√	
6	The teacher shows the example of mind mapping technique.	√	
7	It is appropriate technique for the students.	√	
8	The teacher groups the students.	√	
9	The teacher gives time to students to find idea using the technique.	√	
10	The teacher checks the students' idea.	√	
11	Students have motivation and interest to find idea related to the topic.	√	

No.	Indicators	Technique	Form	Tasks
1	Dengan mind mapping technique siswa dapat memilih topik, mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topik.	Written text	Essay	Task V (attached): siswa memilih topik dan mengumpulkan ide-ide yang terkait dengan topik dengan mind mapping technique.

### Third meeting

Date: May 2th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher asks the students to work in group to make the idea into good sentences.	√	
2	The teacher asks the students to reconstruct the sentences into good descriptive text. In group	√	
3	The teacher and the collaborator help the students.	√	
4	There is good interaction between the teacher with students.	√	
5	The teacher concludes the material.	√	
6	The teacher closes the class.	√	

No.	Indicators	Technique	Form	Tasks
1	Siswa dapat menuliskan ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task VI (Attached): siswa menuliskan ide ide tersebut kedalam kalimat <i>simple present tense</i>
2	Siswa dapat menggabungkan kalimat-kalimat sederhana tersebut menjadi teks <i>descriptive</i> sederhana.	Written text	Essay	Task VII (attached): menggabungkan kalimat-kalimat tersebut menjadi teks <i>descriptive</i> .

### Forth meeting

Date: May 7th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher asks students to choose one of the topics. Individually.	√	
2	The teacher asks the students to work individually to find idea related the topic.	√	
3	The teacher asks the students to make idea into good sentences.	√	
4	The teacher asks the students to reconstruct the sentences into good descriptive text.	√	
5.	The teacher and the collaborator help the students.	√	
6	The students have motivation to write a descriptive text.	√	
7	The teacher collects students Task 1.	√	
8	The teacher concludes the material.	√	
9	The teacher closes the class.	√	

No.	Indicators	Technique	Form	Tasks
1	Siswa dapat menulis sebuah topik, mencari ide-ide topik dan kemudian menulis ide-ide tersebut dalam paragraph sederhana.	Written text	Essay	(Task VIII (attached): mencari ide-ide dari topik dengan mind mapping technique, kemudian membuat paragraph sederhana dari ide-ide tersebut).

	COLABORATOR	RESEARCHER
TANDA TANGAN		
NAMA	Dra. Ag Emi Indarti M.Pd	Fatih Thuli' Siraja
NIP	19600825 198103 2 003	-

## OBSERVATION SHEET

### B. CYCLE II

#### Fifth meeting

Date: May 8th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying, and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher gives an example of descriptive text to the students.	√	
4	The teacher explains the generic structure and language feature of descriptive text to the students.	√	
5	The teacher explains and gives an exercise to the students about the use of simple present tense.	√	
6	The teacher gives time to students to ask some questions related to their difficulty.	√	
7	The teacher does not dominate the teaching learning process.	√	
8	Students' participation are good.	√	
9	The teacher concludes the material.	√	
10	The teacher closes the class.	√	

No.	Indicators	Technique	Form	Tasks
1	Students are able to identify the information and the generic structures of descriptive text. (Siswa mampu mengidentifikasi berbagai informasi dan hal-hal, yang ada di dalam teks <i>descriptive</i> berdasarkan contoh)	Written text	Essay	Task I (Attached): penjelasan, contoh <i>descriptive</i> text dan pertanyaan.
2	Siswa mampu menyebutkan ciri kebahasaan teks <i>descriptive</i> berdasarkan contoh. Language features of the texts.	Written text	Essay	Task II (attached): contoh teks <i>descriptive</i> dan pertanyaan.
3	Siswa mampu mengidentifikasi <i>simple present tense</i> dalam teks	Written text	Essay	Task III (Attached): mengidentifikasi kata atau kalimat <i>simple present</i>

	<i>descriptive</i>			<i>tense</i> dalam teks contoh <i>descriptive</i> .
4	Siswa mampu melengkapi kalimat rumpang dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task IV (Attached): Melengkapi kalimat-kalimat dalam teks <i>descriptive</i> dengan benar.
5	Siswa dapat menyusun kata-kata acak menjadi bentuk kalimat <i>simple present tense</i> dengan benar	Written text	Essay	Task V (attached): siswa menyusun kata-kata menjadi kalimat <i>simple present tense</i> .
6	Siswa dapat menulis kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task VI (attached): siswa menulis kalimat-kalimat sederhana dengan kata-katanya sendiri.

### Sixth meeting

**Date: May 9th, 2012**

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher reviews the previous material.	√	
4	The teacher gives time to students to ask some questions related to their difficulty.	√	
5	The teacher explains mind mapping technique and students' role in the mind mapping activity.	√	
6	The teacher shows the example of mind mapping technique.	√	
7	The teacher groups the students.	√	
8	It is appropriate technique for the students.	√	
9	The teacher gives time to students to find idea using the technique.	√	
10	The teacher checks the students' idea.	√	
11	Students have motivation and interest to find idea related to the topic.	√	
12	The teacher and the collaborator help the students.	√	
13	The teacher concludes the material.	√	
14	The teacher closes the class.	√	

No.	Indicators	Technique	Form	Task
1	Dengan mind mapping technique siswa dapat memilih topic yang mereka suka, mengumpulkan ide-ide, memperkaya dan menulis kosakata yang terkait dengan topic	Written text	Essay	Task VII (Attached): mengumpulkan ide-ide dalam bentuk <i>adjective</i> , <i>noun</i> , <i>noun phrase</i> , and <i>preposition</i> dengan mind mapping technique.

### Seventh meeting

Date: May 14th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher reviews the previous material.	√	
4	The teacher gives time to students to ask some questions related to their difficulty.	√	
5	Time alocation for students is good.	√	
6	The teacher asks the students to work individually to make the idea into sentences.	√	
7	The teacher asks the students to reconstruct the sentences into good descriptive text. Individually.	√	
8	The teacher collects students Task 2	√	
9	The teacher and the collaborator help the students.	√	
10	There is good interaction between the teacher with students.	√	
11	The teacher concludes the material.	√	
12	The teacher closes the class.	√	

	Indicator	Technique	Form	Tasks
	Siswa dapat menuliskan ide-ide tersebut kedalam kalimat-kalimat sederhana dalam bentuk <i>simple present tense</i> .	Written text	Essay	Task VIII (Attached): menuliskan ide-ide tersebut kedalam kalimat <i>simple present tense</i> .
	Siswa dapat menggabungkan kalimat-kalimat sederhana tersebut menjadi teks <i>descriptive</i> sederhana.	Written text	Essay	Task IX (Attached): menulis teks <i>descriptive</i> .

**Eight meeting****Date: May 15th, 2012**

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting, praying and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher reviews the previous material.	√	
4	The teacher gives time to students to ask some questions related to their difficulty.	√	
5	The teacher explains <i>punctuation</i> .	√	
6	The teacher asks the students to choose one of the topics.	√	
7	The teacher asks students to find idea related to the topic.	√	
8	The teacher asks students to work individually to make the idea into good sentences.	√	
9	The teacher asks the students to reconstruct the sentences into good descriptive text.	√	
10	The students have motivation to write a descriptive text.	√	
11	The teacher and the collaborator help the students.	√	
12	The teacher collects students Task 3.	√	
13	The teacher concludes the material.	√	
14	The teacher closes the class.	√	

	Indicator	Technique	Form	Tasks
	Siswa dapat memilih sebuah topik, mencari ide-ide dari topik, membuat kalimat-kalimat dari ide-ide tersebut dan kemudian menyusun kalimat-kalimat tersebut menjadi paragraph <i>descriptive</i> .	Written text	Essay	Task X (attached)

	COLABORATOR	RESEARCHER
TANDA TANGAN		
NAMA	Dra. Ag Emi Indarti M.Pd	Fatih Thuli' Siraja
NIP	19600825 198103 2 003	-

**Attendance List of the VII D Class Students SMP N 3 Ngaglik in Cycle 1**

No	Name of the Students	Senin, 30 April 2012	Selasa, 1 May 2012	Rabu, 2 May 2012	Senin, 7 May 2012
1	DIYAH AVIANTI	√	√	√	√
2	FIFI NUR AZIZAH	√	√	√	√
3	FAZA NUR AZIZI	√	√	√	√
4	ALFI NUR HIDAYATI	absent	√	√	√
5	MIFTAH FITRIANA	√	√	√	√
6	DANIELLA NATASHA	√	√	√	√
7	M. ROHADI	√	√	√	√
8	M. RAHIM	√	√	√	√
9	ALI TOPAN	√	√	√	absent
10	KRIS DWI OKTAVIA	√	√	√	√
11	ALFI LANATUS S.	√	√	√	√
12	FEGY TRI DAMAYANTI	√	√	√	√
13	MELA ANGGRAENI	√	√	√	√
14	YULI FAHMILUWATI	√	√	absent	√
15	BUSTAM	√	√	√	√
16	NI PUTU SARAH A.	√	√	√	√
17	BAGUS WARSITO	√	√	√	√
18	MERY ANA EKA F.	√	√	√	√

19	DIMAS MARANTIKA D.	√	√	√	√
20	NURHIDAYAH	√	√	√	√
21	EKO ANDRIYANTO	√	absent	absent	absent
22	MIRA ANNISA H.	√	√	√	√
23	CITRA DIAN SARI	√	√	√	√
24	ISMI MARETA K.	√	√	√	√
25	HIMAWAN OCTA S.	√	√	√	√
26	DIAZ SYAHRIZAL	√	√	√	√
27	ROHIM BHI KHOLIQ	√	√	√	√
28	SUJUD WIDIYATMOKO	√	√	√	√
29	TRI LESTARI	√	√	√	√
30	DHIKA DWI H.	√	√	√	√
31	YODE ARUMNDA P.	√	√	√	√
32	LITANIA TWO W.	√	√	√	√
33	FIRISCHA PUTRI A.	√	√	√	√
34	RISKY YULIANA	√	√	√	√
35	APRILIO TRI K.	√	√	√	√
36	ARBA THOYIB H.	√	√	√	√

**Attendance List of the VII D Class Students SMP N 3 Ngaglik in Cycle 2**

No	Name of the Students	Selasa, 8 May 2012	Rabu, 9 May 2012	Senin, 14 May 2012	Selasa, 15 May 2012
1	DIYAH AVIANTI	√	√	√	√
2	FIFI NUR AZIZAH	√	√	√	√
3	FAZA NUR AZIZI	√	√	√	√
4	ALFI NUR HIDAYATI	√	√	√	√
5	MIFTAH FITRIANA	√	√	√	√
6	DANIELLA NATASHA	√	√	√	√
7	M. ROHADI	√	√	√	√
8	M. RAHIM	√	√	√	√
9	ALI TOPAN	√	√	√	√
10	KRIS DWI OKTAVIA	√	√	√	√
11	ALFI LANATUS S.	√	√	√	√
12	FEGY TRI DAMAYANTI	√	√	√	√
13	MELA ANGGRAENI	√	√	√	√
14	YULI FAHMILUWATI	√	√	√	√
15	BUSTAM	√	√	√	√
16	NI PUTU SARAH A.	√	√	√	√
17	BAGUS WARSITO	√	√	√	√
18	MERY ANA EKA F.	√	√	√	√
19	DIMAS MARANTIKA D.	√	√	√	√

20	NURHIDAYAH	√	√	√	√
21	EKO ANDRIYANTO	√	√	√	√
22	MIRA ANNISA H.	√	√	√	√
23	CITRA DIAN SARI	√	√	√	absent
24	ISMI MARETA K.	√	√	√	√
25	HIMAWAN OCTA S.	√	√	√	√
26	DIAZ SYAHRIZAL	√	√	√	√
27	ROHIM BHI KHOLIQ	√	√	√	√
28	SUJUD WIDIYATMOKO	√	√	√	√
29	TRI LESTARI	√	√	√	√
30	DHIKA DWI H.	√	√	√	√
31	YODE ARUMNDA P.	√	√	√	√
32	LITANIA TWO W.	√	√	√	√
33	FIRISCHA PUTRI A.	√	√	√	√
34	RISKY YULIANA	√	√	√	√
35	APRILIO TRI K.	√	√	√	√
36	ARBA THOYIB H.	√	√	√	√

	RESEARCHER	COLABORATOR
TANDA TANGAN		
NAMA	FATIH THULI' SIRAJA	EMI INDARTI M.P.d



The students are grouped in mind mapping technique.



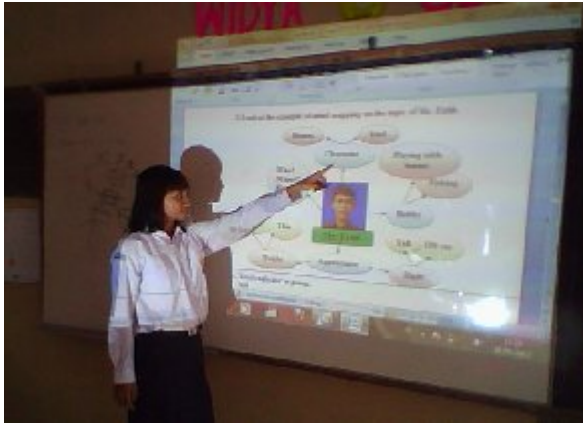
The teacher reads the step of the mind mapping technique.



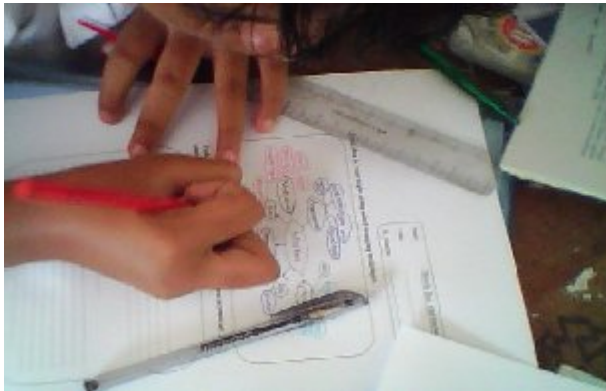
The students listen to the explanation which is taught by the teacher about step of mind mapping technique.



The teacher shows the step of the mind mapping technique using picture.



The teacher asks students to choose main idea of the topic in front of the class.



The students have motivation to find any ideas related to the topic by using mind mapping technique.



The students work in group.

Students make their ideas into sentences individually.



The students make their sentences into paragraphs.



The students write their writings on the whiteboard.





The student comes in front of the class to correct their friends' mistakes.



The teacher corrects the students' mistakes.



The collaborator observes the teaching-learning process.



The researcher and collaborator facilitate the students in the teaching-learning process.



Students are motivated to do writing task



The researcher monitors the students when writing task is held.



The researcher guides students for presence.







KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 176/H.34.12/PP/I/2011  
 Lampiran : --  
 Hal : Permohonan Izin Observasi

28 Januari 2012

Kepada Yth.  
 Kepala SMP Negeri 3 Ngaglik

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

*The Use of Mind Mapping to Improve Students' Writing*

Mahasiswa dimaksud adalah :

Nama : FATIH THULI SIRAJA  
 NIM : 07202244092  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Februari 2012

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

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

Wakil Dekan  
 Wakil Dekan I  
  
 Dr. Widyastuti Purbani, M.A.  
 NIP 19610524 199001 2 001



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
**SMP NEGERI 3 NGAGLIK**

Alamat : Candi Sardonoarjo Ngaglik Sleman Yogyakarta 55581 Telpun (0274) 884160  
TERAKREDITASI : A. SK. No. : 12.1/BAP/TU/XI/2010. 12 NOV. 2010

**SURAT KETERANGAN**

Nomor : 421 / 084 / 2012

Yang bertanda tangan di bawah ini :

Nama : Dra. MARGINI.M.Pd  
NIP : 19570612 197710 2 001  
Pangkat/Golongan : Pembina, IV/a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 3 Ngaglik

Mencrangkan bahwa :

Nama : Fatih Thuli' Siraja  
NIM : 07202244092  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Bahasa dan Seni

Benar-benar telah melaksanakan tugas penelitian dalam rangka Tugas Akhir, dengan judul :  
*"Improving Writing Ability For Class VII D Students of SMP N 3 Ngaglik Through The Use of Mind Mapping Technique."*

Adapun pelaksanaan penelitian tersebut dilakukan pada tanggal 25 April 2012 sampai dengan 23 Mei 2012, dengan menggunakan siswa tahun pelajaran 2011/2012.

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sardonoarjo, 4 Juni 2012

Kepala Sekolah



Dra. MARGINI. M.Pd

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PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
**SMP NEGERI 3 NGAGLIK**

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TERAKREDITASI : A. SK. No. : 12.1/BAP/TU/XI/2010. 12 NOV. 2010

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Pada saat ini masih menduduki jabatan sebagai Guru di SMP Negeri 3 Ngaglik dengan tugas mengajar sebagai Guru Mata Pelajaran Bahasa Inggris, jumlah jam mengajar sebanyak 12 jam/minggu. Jabatan terhitung mulai tanggal 14 September 2011.

Demikian, Surat keterangan ini dibcrikan agar dapat dipergunakan sebagaimana mestinya.

Sardonoharjo, September 2012  
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