

**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT
BY USING MIND-MAPPING TECHNIQUE**

*(A Classroom Action Research in the 8.2 Class of SMP Negeri 2
Kota Tangerang Selatan)*

A "Skripsi"
Presented to the Faculty of Tarbiyah and Teachers Training
In a Partial Fulfillment of the Requirement
for the Degree of S.Pd (Bachelor of Arts) In English Language Education



By:

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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JAKARTA**

2011

ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitle “IMPROVING STUDENTS’ ABILITY IN WRITING RECOUNT TEXT BY USING MIND-MAPPING TECHNIQUE (A Classroom Action Research at the 8-2 class of SMP Negeri 2 Kota Tangerang Selatan)”, written by **RIZKI LUTFIAH**, student’s registration number 106014000424 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on March, 18th 2011. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” in English Language Education at the English Education Department.

Jakarta, March 20th 2011

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ABSTRACT

Lutfiah, Rizki 2011. *Improving Students' Ability in Writing Recount Text by Using Mind-Mapping Technique*, Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Dr. M. Farkhan, M.Pd

Key words: Recount Text, Mind-Mapping Technique

This study was carried out to improve students' ability in writing recount text by using mind-mapping technique. It was conducted at 8-2 class of SMPN 2 Kota Tangerang Selatan academic year 2010/2011 as the subject of the study.

This study is categorized as a collaborative classroom action research. The writer worked collaboratively with the English teacher, Mrs. Tri Endang Lestari, S.E, in the class. The CAR was done based on Kurt Lewins' design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' writing score of pretest and posttest.

The finding of this study showed that there was an improvement on the students' ability in writing recount text. It can be seen from the mean of pretest score was 53.72. Then, the mean of posttest cycle 1 score was 63.82 and the mean of posttest cycle 2 score was 70.77. In addition, there were 3 students (7.5%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) in the pre test. Meanwhile, in the cycle 1, there were 13 students (32.5%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) and it gained which was in the posttest cycle 2 there were 29 students (72.5%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM), so the criterion of success was achieved. Furthermore, the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of mind-mapping technique. Related to the results of the gained data, it can be concluded that mind-mapping can improve students' ability in writing recount text.

ABSTRAK

Lutfiah, Rizki 2011. *Improving Students' Ability in Writing Recount Text by Using Mind-Mapping Technique*, Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Dr. M. Farkhan, M.Pd

Kata Kunci: Teks Recount, Teknik Mind-Mapping

Penelitian ini bertujuan untuk mengembangkan kemampuan siswa dalam menulis teks recount. Penelitian ini dilaksanakan di kelas 8-2 SMPN 2 Kota Tangerang Selatan tahun pelajaran 2010/2011 sebagai subjek penelitian.

Penelitian ini dikategorikan sebagai penelitian tindakan kelas kolaborasi. Penulis bekerjasama dengan guru bahasa Inggris, Ibu Tri Endang Lestari, S.E, dalam melaksanakan penelitian. Penelitian tindakan kelas ini menggunakan model Kurt Lewin. Penelitian ini dilakukan dalam 2 siklus dimana setiap siklus terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Dalam mendapatkan data, penulis menggunakan metode kualitatif and kuantitatif. Data kualitatif didapatkan melalui observasi dan interview, sedangkan data kuantitatif didapatkan melalui tes (pre-test dan post-test).

Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam menulis teks recount. Hal ini dapat dilihat dari hasil tes menulis siswa. Hasil pre-test menunjukkan bahwa skor mean pre-test adalah 53.72. Sedangkan skor mean post-test siklus 1 adalah 63.82 dan skor mean post-test siklus 2 adalah 70.77. Selanjutnya, hasil pre-test menunjukkan hanya ada 3 siswa atau 7.5 % yang mencapai nilai KKM sedangkan dalam post-test siklus 1 ada 13 atau 32.5% siswa mencapai nilai KKM dan 29 siswa atau 72.5% telah mencapai nilai KKM, dengan demikian kriteria kesuksesan telah dicapai. Berdasarkan semua hasil data yang diperoleh, dapat disimpulkan bahwa teknik mind-mapping mampu meningkatkan kemampuan siswa di dalam menulis teks recount.

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In the Name of Allah, the Most Gracious, the Most Merciful.

All praises be to Allah, Lord of the world, who has bestowed upon the writer in completing this “skripsi”. Peace and salutation be upon to the prophet Muhammad S.A.W, his family, his companion, and his adherence.

First of all, the writer would like to express her greatest thanks and deepest gratitude to her advisor, Dr. M. Farkhan, M.Pd, for his valuable help, guidance, advice, motivation, comments, and suggestion for the completion of this “skripsi”. May Allah always bless and keep his health.

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For all my friends in class C of the English Education Department academic year 2006, that the writer cannot mention one by one , who always help and give supports to the writer in accomplishing this “skripsi”. The words are not enough to say thank you for your help and motivation.

The writer also would like to express her greatest love and honor to her beloved parents; the greatest father in the world Mr. Mustofa Lutfi and her wonderful mother Mrs. Tetty Sumiarty for their prayers, guidance, love, kindness, and support. This “skripsi” is the writer’s gift for her dad’s birthday and her

parents' 23rd wedding anniversary. Her great gratitude also goes to her brother, Mr. Rizki Ramadhan, for being so kind and also for the extended family who always give their love, motivation, and support to the writer to finish her study.

The last but not least, big thanks for Shulhi Haromein Hanif 'my other half'. Thanks for being becoming the greatest motivator. This "skripsi" is the only thing that the writer can give in our 7th year anniversary. May ALLAH always bless us in everything we do.

The writer does realize that this "skripsi" is far from being perfect. That is why; it is such a pleasure for her to get critique and suggestions to make this "skripsi" better. Hopefully, this "skripsi" can give usefulness for the development of English teaching-learning and there will be any further research of it.

Jakarta, February 2011

The Writer

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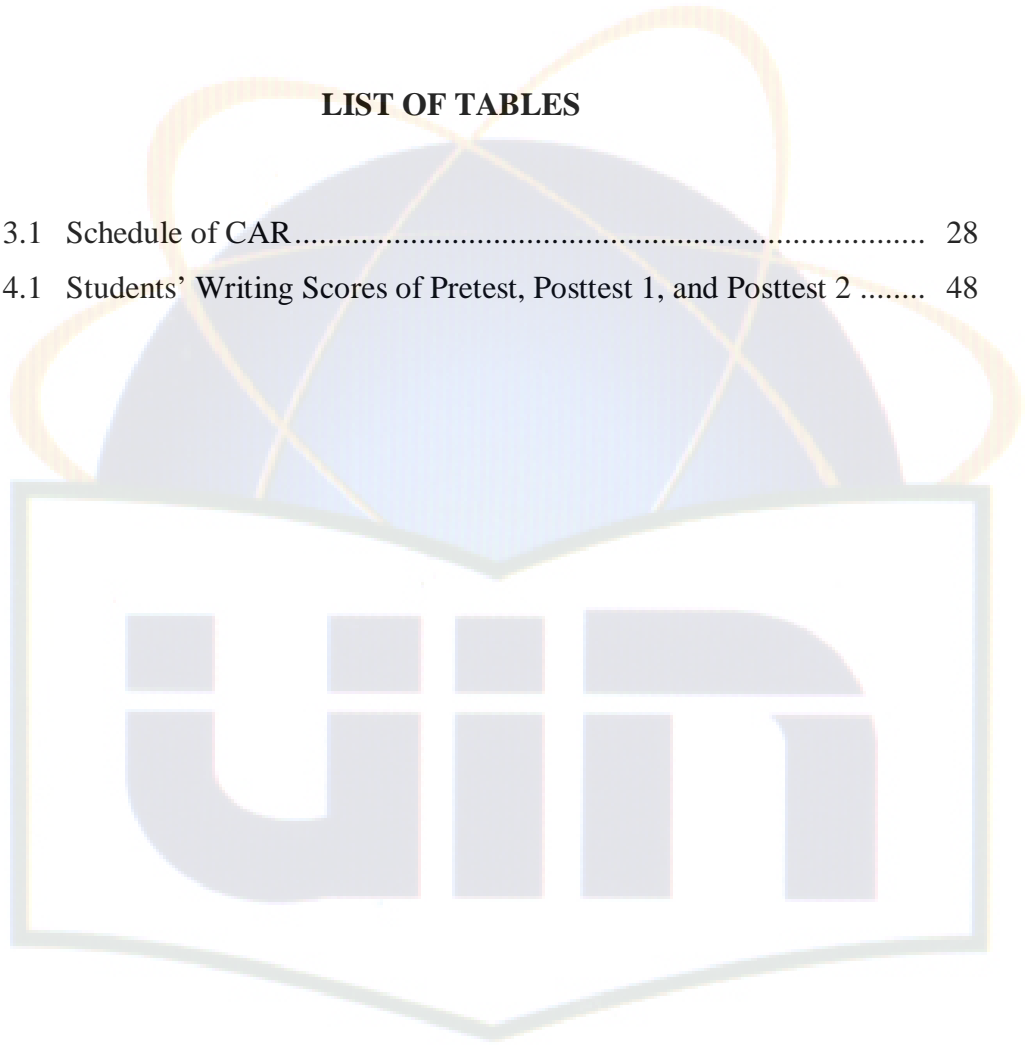
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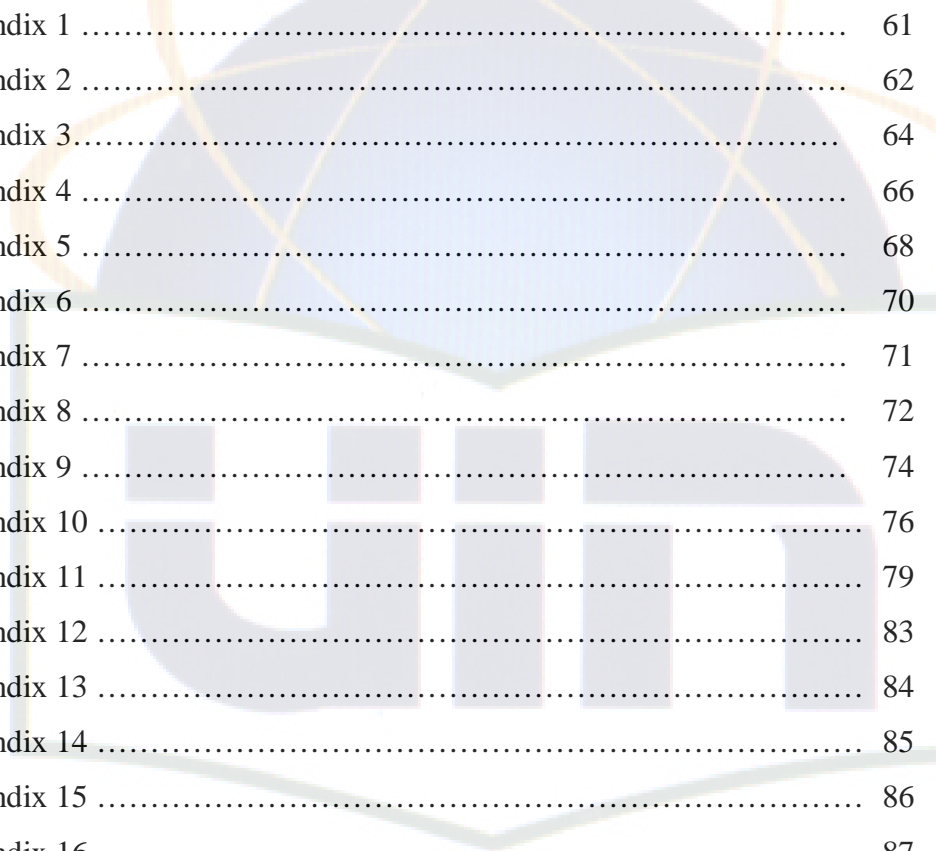
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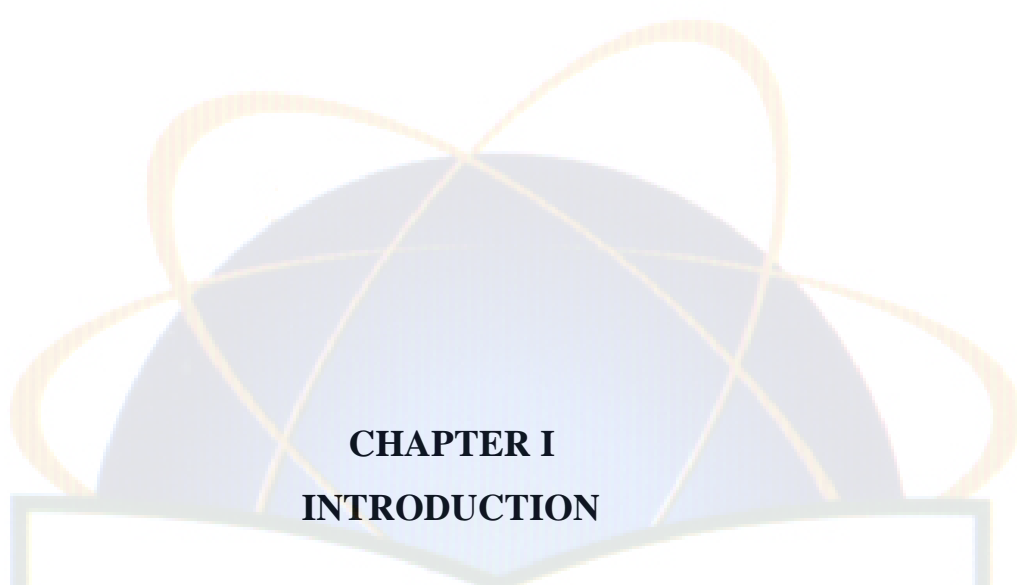


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CHAPTER I

INTRODUCTION

A. Background of the Study

The globalization of English has prompted continuing debate about the role of English as a language for international communication and how people from other linguistic communities might participate in the world of English. By using English people can learn about science, history, philosophy, and other knowledge. It is not only used to search for knowledge but also to express and share their knowledge to the international world by using English as the media of communication. That is why the demand of mastery English has been raising significantly in the last ten years.

Today English has become the most widely studied foreign language on earth and it becomes the international language. The great demand of the need of the language as the tool of communication over the nations is responded by every country, without exception to Indonesia. In responding to this phenomenon, Indonesian government has stated that English is becoming the first foreign language that is obligatory to be learned. English is one of main subjects that will be tested in National Examination.

In learning English, there are four basic skills which every student has to master, those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are

considered to be productive skills.¹ From those four basic skills, writing seems to be the most difficult one, even by those who can speak, read and hear well. Though many researchers have found that writing skill of the students are positively correlated with their grammar and vocabulary capacity, in most classes, writing is still complicated. Writing becomes very difficult because, according to Gebhard, writing involves more than making appropriate word choice, or using appropriate grammar, syntax and mechanics², but the writers have to produce appropriate coherent writing, so it is more than just making our thoughts and ideas visible and concrete.

The objective of writing is to produce a kind of writing text. There are so many kinds of writing texts. One of writing text that will be learned in second grade of Junior High School is a recount text. It has been obviously stated in the current curriculum Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006. Recount text is a text which retells the past events chronologically. In a recount text, writers can tell about their experiences and also their feeling when they had that experience.

Ideally, the second year students of Junior High School are conveyed to learn and to master some genres including recount text applied in any aspects of language skills. It has been stated on Standard of Competency and Basic Competence (SKKD) in the current curriculum KTSP 2006.³ Besides, the policy of the school in determining the minimum passing grade score should be attained; based on the interview with the English teacher, the criterion of minimum completeness (KKM) considering English subject gains score 70 (seventy)⁴.

However, most of eight grade students of SMPN II Tangerang Selatan are still difficult to achieve the KKM target because their knowledge in English subject is still low, primarily in writing skill. Based on the unstructured interview

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.16

² Mulyanto Sumardi, Nasrun Mahmud and Nida Husna, *Human Resources Development in English Language Teaching*, (Tangerang: Jurusan Pendidikan Bahasa Inggris UIN Syarif Hidayatullah Jakarta, 2008), p.196.

³ Pusat Kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan Mts*, (Jakarta: 2003), p.17.

⁴ See Appendix 10, p.76.

with the English teacher on 9th of February 2011, there are some problems faced by students especially in writing skill⁵. First, most students have difficulties in expressing their ideas while writing an English text and they are difficult to connect between one sequence event with others. The writer assumes that those problems come because the students cannot generate their ideas; therefore they don't know which one to write first. The other problem is students have difficulties in making simple past tense sentence. Consequently, they cannot make a good recount text. Next, based on the observation on 7th and 9th February 2011, the writer found that the students' activity in writing was not very interesting, the teacher just explained about the schematic structures and language features of the text and then asked the students to write text based on the topic given. The students mostly did not pay attention to the teacher's explanation and they looked bored when they were writing the text. Furthermore, the teacher rarely let the students to make drafts before they started to write the text.

Those cases are quite problematical and it should be solved because students will find bigger difficulties in the next writing lesson if their low degree of writing is not improved soon. As the effect, they will be continuous to have difficulties in writing any other texts. Furthermore, they probably cannot pass the policy of minimum passing grade (KKM) determined by school.

The writer considers that it is necessary to find out an alternative way to make students are easier to get ideas and to help them easier to connect between one idea with others. One of the teaching strategies which can help teachers to improve the students' writing ability in recount text is by using mind-mapping technique.

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.⁶ It helps students to collect their ideas and the words to write before they write the recount text. Mind-mapping can make students be more creative⁷, because they can imagine

⁵ See Appendix 10, p.76.

⁶ http://en.wikipedia.org/wiki/Mind_map, accessed on Monday, December 06th, 2010

⁷ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.6

their idea not only by writing the keywords but also by drawing the images in their minds.

Mind-mapping can help to make a new atmosphere in writing class. By using mind-mapping, learning activity will be more interesting for the students.⁸ It can eliminate students' boredom because they can draw images on their minds and use many colours in making a draft before they write the text. They can also make a chronological text because they have to make their draft before they write. This strategy can make students be more active during the class and can improve students' ability in writing a recount text.

In conducting the research, the writer chose the 8.2 Class of SMP Negeri 2 Kota Tangerang Selatan because this class has the lowest achievement scores based on the teacher interview⁹. That is why their writing ability needs to be improved. In improving students' writing ability, the writer focuses on recount text in term of *personal* and *procedural recount*. It is based on the recommendation of the English teacher.

Based on the explanation above, the writer intends to conduct a classroom action research entitled : **“Improving Students’ Ability in Writing Recount Text By Using Mind-Mapping Technique (A classroom Action Research in the 8.2 Class of SMP Negeri 2 Kota Tangerang Selatan)”**.

B. Formulation of the Problem

To make the study easy to understand, the writer formulates the problem as follows: “Can mind-mapping improve student’ writing skill in making recount text?”. In addition, “How is the implementation of teaching recount text by using mind-mapping technique?”.

C. Scope and Limitation of the Study

As stated previously in the background of the study, the problem of the study will be limited, which focuses on the implementation of mind-mapping

⁸ Sutanto Windura, *Mind Map: Langkah Demi Langkah*, (Jakarta: Elex Media Komputindo, 2008), p.10

⁹ See Appendix 10, p.77

technique to improve students' ability in writing recount text in term of *personal recount* and *procedural recount* at the 8.2 Class of SMP Negeri 2 Kota Tangerang Selatan.

D. Objective of the Study

The purposes of this study are to know whether and to know how mind-mapping develop students' writing skill in writing a recount text for the second year of SMPN 2 Kota Tangerang Selatan.

E. Significance of the Study

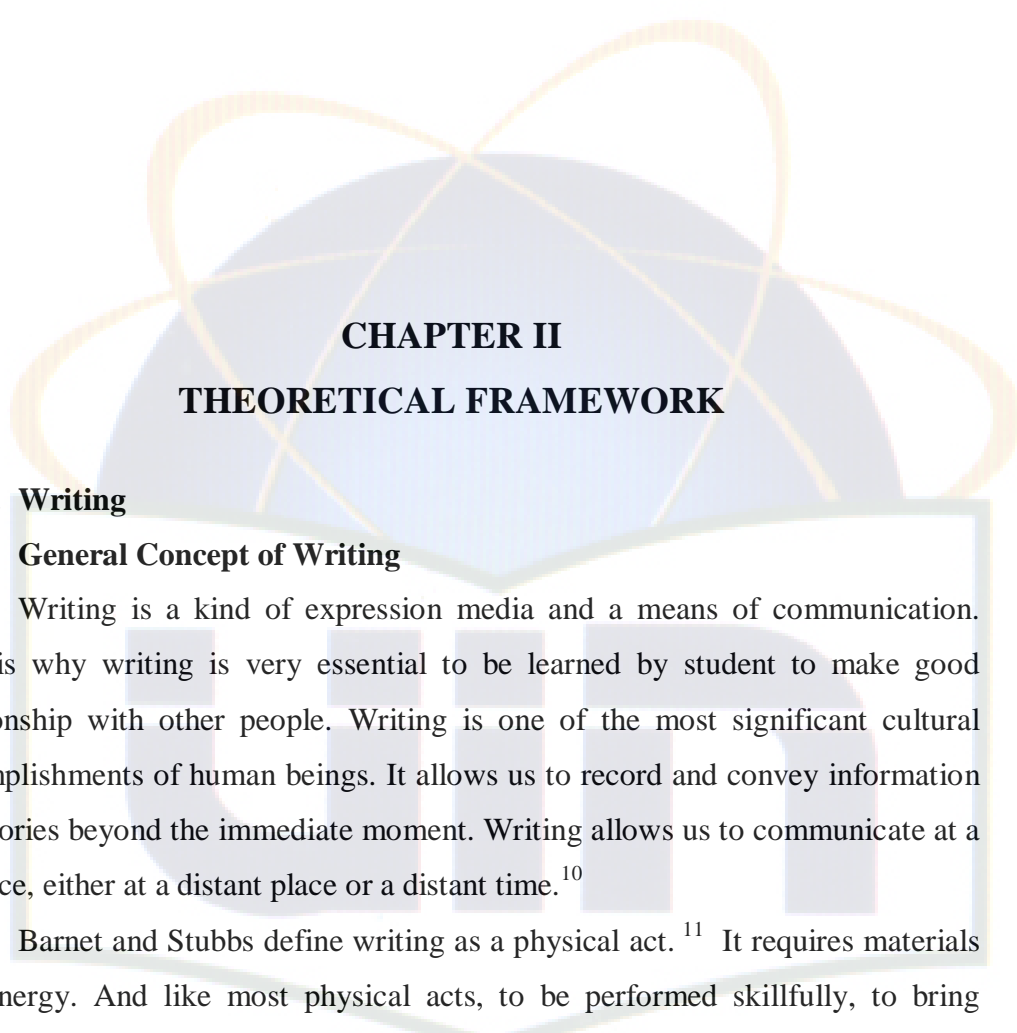
The contributions of this research are conveyed to:

1. First, for the teacher, it gives the alternative solution in teaching writing skill.
2. Second, for the students, it assists them to solve their problem in writing a text and help them to improve their writing skill and their creative thinking skill.
3. Third, for the SMPN 2 Kota Tangerang Selatan, it can be beneficial regarding to improve the education quality.

F. Definition of Key Terms

To avoid misinterpretation and misunderstanding on the content of the study, the writer will give clear description on the terms used in this study.

1. ***Recount Text*** is one of kinds of text type which retell events for the purpose of informing or entertaining.
2. ***Mind-Mapping Technique*** means the teacher's technique in teaching writing which actually gives the words and images that closely related to the theme provided.
3. ***SMPN 2 Kota Tangerang Selatan*** refers to State Junior High School which is located on Jalan Cireunde Raya No.2 Ciputat and where the writer conducted the study.



CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. General Concept of Writing

Writing is a kind of expression media and a means of communication. That is why writing is very essential to be learned by student to make good relationship with other people. Writing is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or a distant time.¹⁰

Barnet and Stubbs define writing as a physical act.¹¹ It requires materials and energy. And like most physical acts, to be performed skillfully, to bring pleasure to both performer and audience, it requires practice. People also need talent to be good writers. Few people are born to become great writers, just as few people are born to become great athletes. But talents is not the only matter, people can learn to write, as they can learn to swim. People will be better writers if they keep on practicing.

Writing is considered as the most difficult skill for second language (L2) learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.¹² Writing is not simply a skill

¹⁰ Henry Rogers, *Writing Systems: A Linguistic Approach*, (Malden: Blackwell, 2006), p.1

¹¹ Sylvan Barnet and Marcia Stubbs, *Barnet and Stubbs's Practical Guide to Writing*, (Boston: Little, Brown and Company, 1983), p.3

¹² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*, (Cambridge: Cambridge University, 2002), p.303

to transfer a spoken language into a text, but writing also requires particular aspects to convey a message into piece of paper clearly.

As stated by White and Arndt that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right.¹³ Writing is not only putting words into written form but it demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. Here, the writing is seen as process which needs special requirements, such as intellectual effort which cannot be gained in a short time.

Writing requires a set of competencies which is not every person mastered, especially for second language (L2) writers. Figure 2.1 below shows the set of competencies (micro-skills) which a writer should master.

Figure 2.1. Microskills for Writing¹⁴

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 order 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 communicative 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.

¹³ Ron White and Valerie Arndt, *Process of Writing*, (London: Longman, 1998), p.3.

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). (New York: Addison Wesley Longman, 2001). p.343

From those explanations, it can be concluded that writing as a means of communication is a physical act which enables people to communicate at either distance place or distance time and it requires a set of competencies which can be mastered through practices.

2. Characteristics of a Good Writing

The purpose of writing is to make a good writing text. Adelstein and Pival define the characteristics of a good writing as follows:

- a. **Good writing is interesting.** This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers. To do so, writers need not be experts, but they should avoid telling readers what is obvious or already known.
- b. **Good writing is clear.** Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writers mean.
- c. **Good writing is concise.** It contains no unnecessary words, phrases, or sentences; consequently, readers will not feel that their time is wasted.
- d. **Good writing is effective.** It conveys a message to readers in such a way that it will achieve the effect that the writer intended. To achieve this objective, writers must choose wisely the words, sentences, and a paragraph structures that will best communicate to their readers. So that readers will not be distracted from the message, good writers also follow the accepted conventions of spelling, punctuation, capitalization, and so on.
- e. **Good writing reflects the authentic voice of the writer.** It conveys the sound of someone talking with another person; however, good writers adapt that “speaking style” to suit the relationship appropriate to the purpose and audience of the writing occasion.¹⁵

¹⁵ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment (3rd ed.)*, (San Diego: Harcourt Brace Jovanovich, 1984), p.4

3. Purpose of Writing

When people write, there must be a purpose that they want to convey through their writing. Basically, as Ur stated that, “the purpose of writing in principle is the expression of ideas, the conveying messages to the reader”.¹⁶ People write to express their ideas and thought through a text. There are four common purposes in writing. Those are, writing to inform, writing to explain, writing to persuade and writing to entertain or to amuse others.

The first purpose in writing is “to inform” anything such as fact, data, event, suggestion and so on. The purpose of writing to inform is to educate our readers about a topic of which we have some knowledge. Usually, informative writing is not based on our personal experience, but rather on published sources.¹⁷

The second is “to persuade” the reader. By writing, a writer hopes that reader can establish his/her attitude whether he/she agrees or support the writer’s persuasion. Writing to persuade is to inform readers about a topic, express the writer’s opinions on the topic, and persuade the readers to accept the writer’s position or at least take it seriously.¹⁸ In persuasive writing, comparison and contrast is often used to develop a topic.¹⁹ Besides providing comparison and contrast, the writer also gives argumentation in persuasive writing. In this kind of writing, the writer usually uses facts to back up an opinion.

The third is “to explain” the reader. The purpose of this is to explain the reader how to follow the steps and complete the task. When we explain, we need

¹⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.163.

¹⁷ George Braine and Claire May, *Writing from Sources: A guide for ESL Students*, (California: Mayfield, 1996), p.141

¹⁸ George Braine and Claire May, *Writing from Sources*....., p.173

¹⁹ Robert Keith Miler. *Motives for Writing*; 5th ed, (New York: The McGraw-Hill Comp, Inc, 2006),p.451.

to analyze and classify information, examine causes and consequences, and define concept by distinguishing them from other, similar ones.²⁰

The last purpose is “to entertain” the reader. The writer tries to give the reader something to enjoy. The writer tries to amuse the reader by writing the story. We can find this purpose in several kinds of writing text, such as anecdote or funny experience story.

4. Process of Writing

Writing is never a one-step-process; it is an ongoing creative act.²¹ When people first write something, they have already been thinking about what to say and how to say it. To make a good writing, people cannot just simply write down what is on their mind and publish their writing. But people need to follow several steps, and sometimes they need to go back and forth in the writing process.

For many people, writing is a process that involves the following steps:

1. Discovering a point – often through prewriting.
2. Developing solid support for the point – often through more prewriting.
3. Organizing the supporting material and writing it out in a first draft.
4. Revising and then editing carefully to ensure an effective, error-free paper.²²

According to Anthony Seow, process of writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing.²³ Those stages may be described as follows:

²⁰ Robert Keith Miler. *Motives for Writing*; 5th ed, (New York: The McGraw-Hill Comp, Inc, 2006), p.173.

²¹ Alice Hoshima and Ann Hogue, *Introduction to Academic Writing (3rd ed)*, (New York: Pearson Education, 2007), p.15

²² John Langan, *English Skills (8th ed)*, (New York: McGraw-Hill, 2006), p.20

²³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*, (Cambridge: Cambridge University, 2002), p.316

a. Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. Pre-writing is a way of warming up brain before writing, just as warm up body before exercise.²⁴ There is no need to think about order or correctness because the objective of prewriting is to produce as many ideas as possible.

Prewriting includes the thinking, researching, and reading that you do before you begin the first draft, and its purpose is to allow you to find a focus on your topic.²⁵ In this stages, students can do group brainstorming, clustering (mapping), rapid free writing or generating WH-Questions about a topic

b. Drafting

Drafting is the actual writing of the paragraph, essay, or text.²⁶ At drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Responding

Responding students writing, either by the teacher or by peers, has a central role to play in the successful implementation of process writing. Response can be oral or written. Response will help students to valuate their writing.

²⁴ Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text, 3rd Edition*, (New York: Pearson Education, Inc, 2003), p. 41.

²⁵ William H. Roberts, *The Writer's Companion*, (Boston: Little, Brown and Company, 1985), p.1

²⁶ Regina L. Smalley, Mary K. Ruetten & Joann Rishel Kozyrev, *Refining Composition Skills: Rhetoric and Grammar*, (London: Heinle & Heinle Publisher, 2001), p. 8

d. Revising

At this stage, students review their texts on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.²⁷

e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

f. Evaluating

This stage is usually done by the teacher. The teacher evaluates students writing by scoring students' writing and showing students' mistake before giving the final score. In evaluating, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing).

Students may be encouraged to evaluate their own and each other's texts once they have been properly thought how to do it. In this way, they are made to be more responsible for their own writing.

²⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*, (Cambridge: Cambridge University, 2002), p. 317.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, or displaying the texts on the notice board. Students must be made to feel that they are writing for a very real purpose.

5. Problems of Writing

Writing is considered as the most difficult skill among other language skills. Richard stated that “Learning to write in either a first or second language is one of the most difficult task a learner encounters and one of that few people can be said to fully master”.²⁸ Therefore, there are often found problems in writing either for teacher or students.

There are so many problems in teaching and learning writing skill, especially in second language writers. The first problem is “I can’t write English” problem.²⁹ This problem is found in most classes in Indonesia. Students are not confident with their ability in writing English composition. This negative attitude affects students’ performance in writing because during the class students feel stress and they keep on thinking that they can’t make a good composition. To solve this problem, teachers have to give a positive perspective about English, especially writing. Teachers have to show the student if writing is a fun thing to do and everyone can write English well if they keep on practicing.

Silva found that second language writers did less planning, and that they were less fluent (used fewer words), less accurate (made more errors), and less

²⁸ Jack C. Richards, *Language Teaching Matrix*, (New York: Cambridge University, 1990), p.100.

²⁹ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language (2nd ed.)*, (Michigan: The University of Michigan, 2006), p.220

effective in stating goals and organizing materials.³⁰ Most students did less planning whenever they want to write a composition, they just write what they think and confuse in deciding which words to be used, and, as the result, their writing lacks careful development and clear organization.

Another problem that usually occurs in writing is the grammatical errors. The figure 2.2 shows some common grammatical errors in students writing.

Figure 2.2 Some Common Grammatical Errors in Student Writing³¹

1. Not putting a main verb in each sentence.
Example: Considering all positions.
Alternative: All positions are being considered. Or: Having considered all positions, the most convincing is that advanced by Thomas (1983).
2. Lack of pronoun agreement in sentences
Example: The teacher has a responsibility towards their students.
Alternative: The teacher has a responsibility towards her/his students.
3. Unclear use of indefinite references words – pronouns such as *it*, *they*, *that*, *those*.
Example: This is an important area to consider. (Unclear what ‘this’ refers to.)
4. Inconsistent use of tenses/models
Example: Pupils must have confidence in their ability before they could actually succeed in examinations.
Alternative: Pupils must have confidence in their ability before they can actually succeed in examinations.
5. Influence of speech on writing
Example: He could of examined the situation more carefully.
Alternative: He could have examined the situation more carefully.

The next problem which is usually found in writing class is a bad writing environment.³² Classrooms are sometimes not the best place to work. There are so

³⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.), (New York: Addison Wesley Longman, 2001). p.339

³¹ Caroline Coffin, et all, *Teaching Academic Writing*, (London: Routledge, 2003), p.33

many distractions which can distract the student while they are making a composition, such as squeaky chairs, talkers, events outside the window. That is why, teacher should try to build a fun environment to make students feel comfortable while writing.

From the problems of writing which have been shown above, it can be concluded that writing is a difficult skill since it is often found some problems of it. By knowing the problems of writing, both the teacher and students can be aware of avoiding those problems.

B. Recount Text

1. Definition of Recount Text

A recount is a piece of text that retells past events, usually in the order in which they happened.³³ Its purpose is either to inform or to entertain the audience. Recounts are used to reconstruct and describe something that has already happened. They are used to retell experiences and may include the author's or other people's feeling and responses to these experiences. Examples of recount text can be found in a biography, news item, a journal, or a testimony of a witness of an event or incident.³⁴

2. Kinds of Recount Text

There are three kinds of recount text, those are:

a. Personal Recount³⁵

A personal recount text usually retells an experience in which the writer was personally involved. It lists and describe past event

³² Donald Pharr and Santi Buscemi, *Writing Today: Contexts and Options for the Real World*, (Boston: McGraw-Hill, 2005), p.44

³³ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan, 1997), p.49

³⁴ Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), p.106

³⁵ Mukarto, *et.al, English on Sky 2*, (Jakarta: Erlangga, 2007), p. 62.

experiences by retelling events. It presents the events chronologically (in order in which they happened). The purposes of personal recount text are to inform or to entertain the reader.

b. Procedural Recount³⁶

A procedural recount records events such as a science experiment or a cooking experience. The purpose of procedural recount texts is to inform the reader about the procedure to do something.

c. Biographical Recount³⁷

The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person's life. A biographical recount uses specific names of the people involved in the biography.

Chaisiri in *Language Education in Asia*, Volume 1, tells that there are other types of recounts, those are personal recount, factual recount and imaginative recount³⁸, those will be described as follows:

- **Personal Recount**

It tells the first or third person recount. It means the writer actively involved doing the actions in the story.

³⁶ Mukarto, et.al, *English on Sky 2*, (Jakarta: Erlangga, 2007), p.93.

³⁷ Mukarto, et.al, *English on*, p.174.

³⁸ Tawatchai Chaisiri, Implementing a Genre Pedagogy to the Teaching of Writing in a University Context in Thailand, in *Language Education in Asia*, Vol.1, p.195-196 available at http://www.camtesol.org/Download/LEiA_Vol1_2010/LEiA_V1_2010_Chaisiri_Implementing_a_Genre_Pedagogy_to_the_Teaching_of_Writing_in_a_University_Context_in_Thailand.pdf, downloaded on Saturday, January 22nd, 2011

- **Factual Recount**

It tells the historical or biographical recounts (including autobiography and memoirs). Different from personal recount; the purpose of factual recount is to inform the event.

- **Imaginative Recount**

It tells the fantasy or adventure story. It is not always written within the author's experiences. It is usually made for the purpose of educating, such as textbooks.

3. Linguistic Features of Recount Text

Mark Anderson and Kathy Anderson mention the language features usually found in a recount are:

- a. Proper nouns to identify those involved in the text.
- b. Descriptive words to give details about who, what, when, where and how.
- c. The use of past tense to retells the events.
- d. Words that show the order of events (for example, first, second, next, then, finally, et cetera).³⁹

A recount text is written in the past tense because it tells events that have already happened. A recount text uses the first person pronouns (*I* and *We*), if the story is happening to the person writing the recount and uses the third person if an observer is telling the story.

According to Emilia, a recount also has several linguistic features, among others:

- a. Use specific participants
- b. Use of the past tense
- c. Use of temporal and additive conjunctions to connect messages of clauses
- d. Personal comments, except for factual recounts⁴⁰

³⁹ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan, 1997), p.50

⁴⁰ Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), p.107

4. Schematic Structures of Recount

Even though there are several kinds of recount text, basically they have the same characteristics in the schematic structures. A recount text consists of three part, those are orientation, events, and reorientation. Those will be described as follow:

a. Orientation

Orientation is introducing the participants who involved in the story, the place where the story happened and when the story happened. It orients the readers to the events that follow which introduce character(s) in a setting of time or place (or sometimes both). In some recounts, introduced to Indonesian students, has an Opening Salutation such as “Hi, my name is Rizki.”, in the beginning of the story.⁴¹ Since orientation is the first part of a recount text, therefore it must be interesting in order to attract readers’ attention.

b. Events

Event is the main important activities or events that occurred in that story of text. The function of events is to give a sequence of events. It presents the events chronologically (in order which they happened).⁴²

c. Reorientation

Reorientation is optional. It returns the reader to the point of departure and sometimes the writer also gives comments on the whole sequence of events described.⁴³ Some recounts have an evaluative

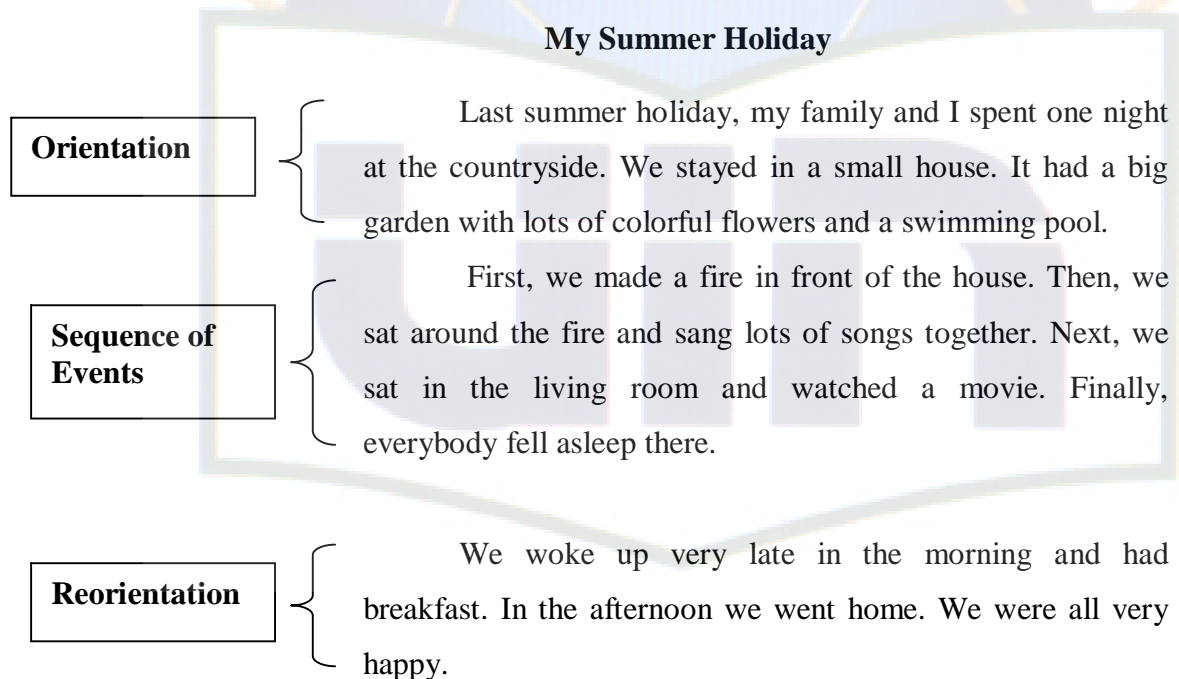
p.107 ⁴¹ Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010),

⁴² Emi Emilia, *Teaching Writing: Developing Critical Learners*, , p.107

⁴³ Emi Emilia, *Teaching Writing: Developing Critical Learners*, , p.107

comment or a conclusion which may constitute the writer's comment on events described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recounts may not have this conclusion paragraph.⁴⁴

The following text is the example of schematic structure of personal recount text:⁴⁵



5. Purpose of Recount Text

The purpose of a recount text is to give the audience a description of what occurred and when it occurred.⁴⁶ A recount text informs the reader what happened and this may involved the author's personal interpretation of events. Other purpose of a recount text is to entertain the reader. The author tries to entertain the reader by telling his/her funny experiences.

⁴⁴ Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), p.107

⁴⁵ Rudi Hartono, S.S., M.Pd, *Genres of Texts*, (Semarang: Semarang State University, 2005), p. 42.

⁴⁶ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: Macmillan, 1997), p.49

C. Mind Mapping

1. General Concept of Mind-Map

Mind map is a graphic technique which enables us to explore our brain ability to think and to learn.⁴⁷ This technique was developed by a British famous psychologist, Tony Buzan. A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

All mind maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts.⁴⁸ A Mind Map converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things. The Figure 2.3 below is an example of a mind-map.

Figure 2.3 Example of Mind-Map⁴⁹



⁴⁷ Sutanto Windura, *Mind Map: Langkah Demi Langkah*, (Jakarta: Elex Media Komputindo, 2008), p.16

⁴⁸ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.5

⁴⁹ <http://en.wikipedia.org/wiki/File:MindMapGuidelines.JPG>, accessed on January 22nd, 2011.

Mind-mapping is an expression of radiant thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The Mind Map has four essential characteristics:

- The subject of attention is crystallised in a central image.
- The main themes of the subject radiate from the central image on branches.
- Branches hold a key image/word printed on the associated line - details radiate out.
- The branches form a connected nodal structure.⁵⁰

2. Function of Mind-Maps

Mind-Maps can help people in many aspects of life. Tony Buzan has stated that we can use mind-maps for planning, communicating, being more creative, saving time, problem-solving, remembering, faster learning and so on⁵¹.

In his best seller book, *Cracking Creativity*, Michael Michalko says that mind mapping will help us to:

- a. activate the whole brain
- b. be more focused on the topic
- c. show the connection between the part of the separated information
- d. give a clear and detail image
- e. collect the concepts and help us to distinguish those concepts
- f. have a long term memory⁵²

⁵⁰ <http://www.mind-mapping.co.uk/mind-mapping-definition.htm> downloaded on Saturday, January 22nd, 2011.

⁵¹ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.6

⁵² Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.6-7

3. How to Make Mind-Maps

Making a mind-map is very easy. There is no right or wrong way to make it, because people have their own radiant thinking. These are the materials that will be needed to make a mind map:

1. A piece of blank paper.
2. Pen and colored pencil.
3. Brain
4. Imagination⁵³

The use of blank paper in making a blank paper is to give the writer freedom to write whatever comes to his/her mind. Windura suggested the minimum size of the paper is A4 (21 x 29.7 cms). He also suggested using minimum three different colors to make a mind-map and if it is possible, use different size of pencils or pens.⁵⁴

In his book, Buzan mentioned seven steps in making a mind-map⁵⁵, those are:

1. *Start in the center of the landscaped blank paper.* Blank paper allows 360° of freedom to express the full range of your cortical skills, whereas pre-drawn lines restrict the natural flow of your thoughts.
2. *Make a central image that represents the topic about which you are writing or thinking.* A picture is worth a thousand words. It opens up associations, focuses the thoughts, is fun and results in better recall.
3. *Use multiple colors throughout the Mind Map,* for visual stimulation and also to encode or group. For the brain, colors are as interesting as the picture. Colors make the mind-map more lively and add the energy to the creative thinking.
4. *The lines should be connected, starting from the central image.* The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
5. *Make curve lines, not straight lines.* Curved lines give visual rhythm and variety and so are easier to remember, more pleasant to draw and less boring to look at.

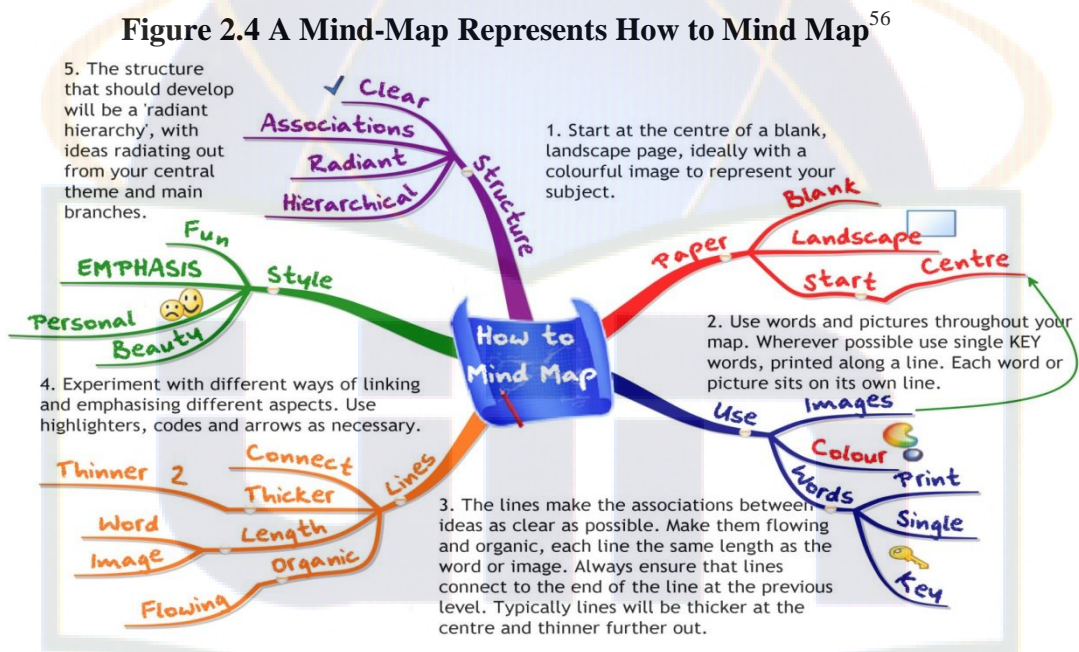
⁵³ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.14

⁵⁴ Sutanto Windura, *Mind Map: Langkah Demi Langkah*, (Jakarta: Elex Media Komputindo, 2008), p.33

⁵⁵ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia Pustaka Utama, 2005), p.15-

6. Use a key word in each line. A single key word will give more power and flexibility of the mind-map.
7. Use images as much as you can, instead of, or in addition to the words.

The figure 2.4 below is a mind-map which shows how to make-map



D. Teaching Recount Text by Using Mind-Mapping

The procedures of teaching recount text by using mind mapping are first, the teacher explains about recount text, including its schematic structures, linguistic features. Second, the teacher introduces the mind-mapping technique and its function to help students in their writing lesson. Third, the teacher gives a topic to discuss and by leading several questions about the topic given, the teacher shows the student how to make a mind-map about the topic. Next, the teacher gives A4 paper to students and asks students to make their own mind-map. At the end of the first meeting, the teacher collects students' mind-map designs.

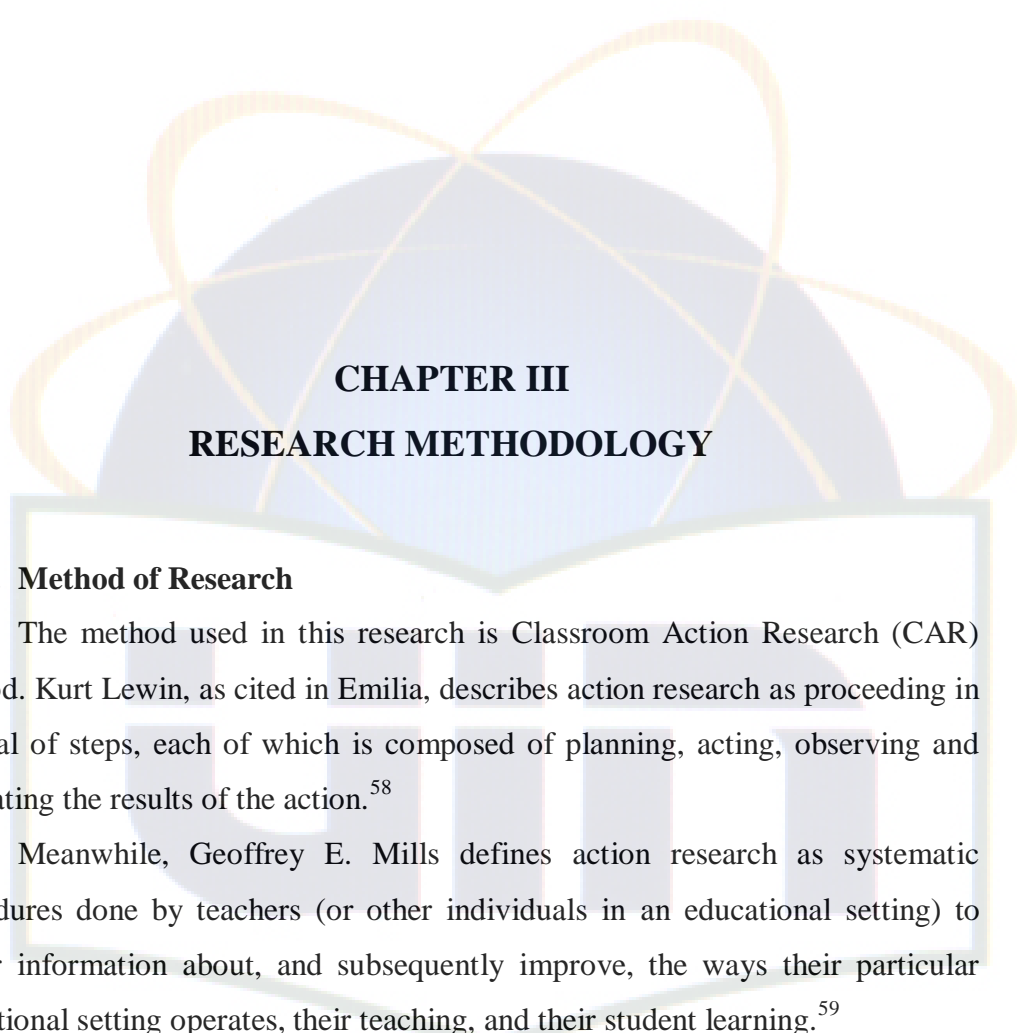
The next meeting, the teacher asks students to make a recount text based on their mind-map designs. While students are making their composition, the teacher goes around the class to check students' composition and helps them if

⁵⁶ <http://www.mind-mapping.co.uk/make-mind-map.htm> downloaded on Saturday, 22nd of January 2011

they have problems in writing their recount text. In the end of the lesson, several students are asked to read their composition in front of the class and they have to submit their compositions. Finally, after the teaching learning activity, the teacher gives score to students' composition and evaluates the teaching learning activity.⁵⁷ When teacher finds problems in this evaluating stage, the teacher has to try to find another strategy to improve students' performance in writing lesson.



⁵⁷ See appendix 17, page 88.



CHAPTER III

RESEARCH METHODOLOGY

A. Method of Research

The method used in this research is Classroom Action Research (CAR) method. Kurt Lewin, as cited in Emilia, describes action research as proceeding in a spiral of steps, each of which is composed of planning, acting, observing and evaluating the results of the action.⁵⁸

Meanwhile, Geoffrey E. Mills defines action research as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.⁵⁹

Arikunto stated that CAR is viewed as a device to improve the quality of teaching learning ability in physical classroom.⁶⁰ Based on the statements above, it can be concluded that CAR is carried out as a device to overcome problems faced by teacher and students in teaching and learning activity in order to improve students' achievement as well as for a better quality of education.

The research design of CAR in this study is collaborative action research. As stated by Arikunto that ideally, CAR is conducted collaboratively between the practitioner and the observer.⁶¹ In conducting the research, the researcher collaborated with one of English teachers of SMPN 2 Kota Tangerang Selatan, Mrs. Tri Endang Lestari, S.E.

⁵⁸ Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), p.108.

⁵⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Pearson Education: New Jersey, 2008), p.597.

⁶⁰ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p. 106.

⁶¹ Suharsimi Arikunto, *Penelitian Tindakan Kelas*,... p. 17.

B. Subject and Object of the Research

1. Subject of the Research

The subject of the study is students at VIII-2 class of Sekolah Menengah Pertama Negeri 2 Kota Tangerang Selatan, academic year 2010/2011. The number of students consists of 40 (forty). This class is chosen, based upon the interview result with the English teacher at that class proving that they have the lowest achievement on writing test among the other second grade classes. That is why teacher need to find an appropriate strategy to improve this class' score in writing.

2. Object of the Research

The object of this study is mind-mapping technique to improve student's writing skill of recount text.

C. Writer's role on the Research

In this research, the writer is not only as the observer while the action but also as the lesson planner and as the test maker before CAR (pre-test) and after CAR (post-test) in each cycle. The writer also collects and analyzes data and then reports the result of study. In this research, the teacher carries out the action based upon the lesson plan which has been made.

D. Time and Place of the Research

This research is carried out for a month started from February up to March 2011. The place of this research is at VIII-2 class of SMPN 2 Kota Tangerang Selatan, academic year 2010/2011. This school is located on Jalan Cireunde Raya No. 2 Ciputat.

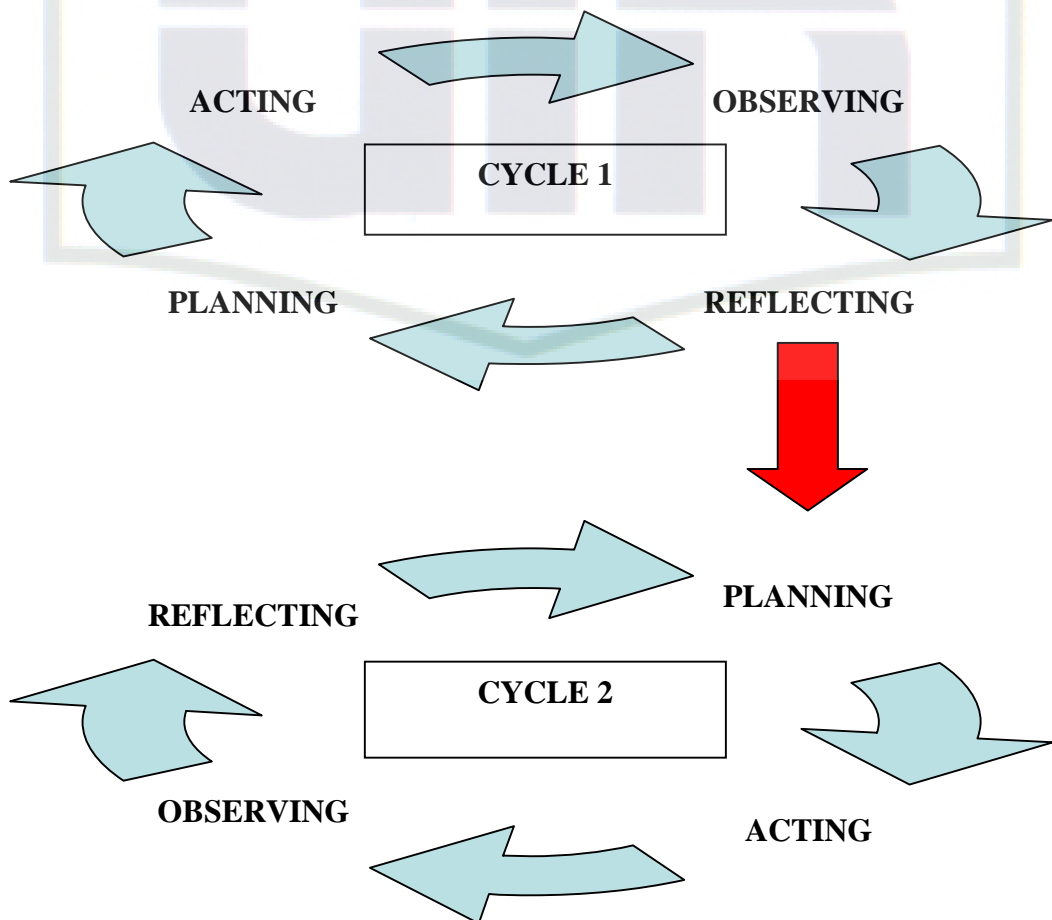
The school has 28 classrooms, 1 principal's room, 1 vice principal's room, 1 teachers' room, 1 administration room, 1 counseling room, 3 canteens, 1 cooperative shop, 1 students association (OSIS) room, 1 mosque, 1 teachers' restroom, 14 students' restrooms, 1 attic, 1 teachers' dining room, 1 library, 1 computer laboratory, 1 science laboratory, 1 language laboratory, 1 basketball

court, 1 mini soccer court, and 1 ceremony field. There are 9 classes for grade VII, 9 classes for grade VIII, and 9 classes for grade IX. In addition, there are 7 teachers in English subject, 6 teachers graduated from S-1 program and 1 teacher graduated from D3 program.

E. Research Design

The CAR procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases, those are planning, acting, observing and reflecting. Those phases will be shown in the figure 3.1 below.

Figure 3.1 Kurt Lewin's Action Research Design⁶²



⁶² Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.16.

F. Classroom Action Research Procedure

In this research, the writer uses the Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will probably found a new problem or the previous problems haven't finished yet. Therefore, it is necessary to continue to the second cycle in line with the concept of the first cycle. Here are the explanations of those phases:

1. Planning Phase

After identifying the students' problem in writing, based on the observation and interview. The writer and the teacher discussed together to make a lesson plan based on the current used syllabus. The lesson plan is prepared to be implemented in VIII-2 class of SMPN 2 Kota Tangerang Selatan, academic year 2010/2011. The lesson plan mentions any instructions regarding procedures of teaching, media, resources, assessment test and the criteria of success.

2. Acting Phase

In this phase, both the writer and the teacher collaborate to carry out the planned action. The teacher uses the mind-mapping technique as she is teaching while the writer observes the class condition during the teaching, learning activity. The action will be done in two meeting for each cycle. The schedule of the CAR can be seen in Table 3.1 below.

Table 3.1 The Schedule of CAR

	Meeting	Date
Preliminary Study		February 7 th – 9 th , 2011
Cycle 1	1 st	February 14 th , 2011
	2 nd	February 16 th , 2011
Cycle 2	1 st	February 21 st , 2011
	2 nd	February 23 rd , 2011

3. Observing Phase

In this phase, the writer carries out observation toward the implementation of the action using the field note or the unstructured observation sheet. When observing, the observer should notice and note all activities in the classroom. It may be about the teacher's performance, class situation, students' response, et cetera. In this phase, the writer also collects the data derived from the assessment or the post-test.

4. Reflecting Phase

This last phase is done to reflect the completely done action based upon the data which have been collected. In this phase, the writer discusses with the teacher to know whether the action is succeed or not by matching the result with the criteria of success. If there still might have found some problems, the writer and the teacher need to move to the next cycle. Therefore, the unfinished problems could be solved.

G. Technique of Collecting Data

This research is using qualitative and quantitative data. The qualitative data consists of the observation within the teaching learning activities in the classroom and the teacher's interview. The quantitative data uses pre-test and post-test. The complete explanation as follows:

a. Observation

In this research, the writer uses the unstructured observation to know the activities in teaching learning process. The writer observed the teacher's performances during CAR, class situation, and students' responses concerning the use of the mind-mapping technique. This observation is also to make sure whether the teaching learning process in line with the lesson plans or not.

b. Interview

In this research, the interview will be done twice, before and after implementing CAR. Before CAR, the writer interviews the teacher

to know the students' difficulties in writing skill, students' condition in writing activity, and the strategies usually used by the teacher in teaching writing. After accomplishing CAR, the writer interviews the teacher to know her responses toward the idea of using mind-mapping technique in teaching writing.

c. Test

The test used in this research is pre-test and post-test. The pre-test is done before implementing the mind-mapping technique. It is done to measure students' writing ability at first. Meanwhile, the post-test is done after implementing the mind-mapping technique. The post-tests are held on every second meeting of each cycle.

H. Technique of Data Analysis

The analysis of qualitative data used in this research is the observation of students' activities during the teaching learning process and the interview before and after implementing the mind-mapping technique. The analysis of quantitative data is used to measure data from the tests (pre-test and post test). In assessing students' writing, the writer used the analytic scale for rating composition tasks which is adapted from scoring profile by Brown.⁶³

In analyzing the numerical data, first the writer tries to get the average of students' writing score within one cycle. It uses the formula:⁶⁴

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} : Mean

x : Individual score

n : Number of students

⁶³ See Appendix 21, p.104 -105.

⁶⁴ Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2002), p.67.

Second, the writer tries to get the number of students' percentage who passed the KKM 70 (seventy). It uses the formula:⁶⁵

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : students' total score

N : number of students

Third, after getting mean of students' score per cycles, the writer identifies the improvement of the students' score on writing recount text from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses the formula:⁶⁶

$$P = \frac{y1 - y}{y} \times 100\%$$

P : Percentage of students' improvement

y : pre-test 1 result

y1 : post-test 1

⁶⁵ Anas Sujiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43.

⁶⁶ David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy, 2008), p.3.

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : Percentage of students' improvement

y : pre-test 1 result

y₂ : post-test 2

I. Validity of Data

Validity is an essential criterion for evaluating the quality and acceptable of the research. Regarding the validity in action research, the writer adopts Anderson, Herr, and Nihlen's criteria that mention the validity of action research including *democratic validity*, *outcome validity*, *process validity*, *catalytic validity*, and *dialogic validity*.⁶⁷ In this research, the writer uses outcome validity, process validity, and dialogic validity.

Anderson defines outcome validity as "Outcome validity requires that the action emerging from a particular study leads to the successful resolution of the problem that was being studied, that is, your study can be considered valid if you learn something that can be applied to the subsequent research cycle."⁶⁸

Based on the explanation above, the outcome validity could be seen from the result of the test. When the result of the second cycle is better than the first cycle, it means that the study is successful.

Process validity is the validity that requires a study has been conducted in a "dependable" and "competent" manner.⁶⁹ It could be seen from the outcome of the observation. In this research, the writer notes all events happening during the

⁶⁷ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.84.

⁶⁸ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.84.

⁶⁹ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.84.

Classroom Action Research. When there might have some mistakes in the method of teaching, the writer will discuss it to modify the strategies.

Dialogic validity involves having a critical conversation with peers about research findings and practices.⁷⁰ In this case, the writer and the teacher discuss and assess the students' test result of the two cycles together. It is done to avoid the invalid data.

J. Criteria of the Action Success

In this research, based on the agreement between the researcher and the teacher, when 70% of students could achieve the target score of KKM 70 (seventy) of writing test, this research could be called success. Then the next action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

⁷⁰ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.85.



CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of research. In this case, it discussed the way to improve students' writing of recount text by using mind-mapping technique at 8.2 class of SMPN 2 Kota Tangerang Selatan academic year 2010/2011.

A. Before Implementing the Action

There are three parts related to before implementing the action. Those are pre-observation, pre-interview, and pre-test. Those explanations as following:

1. Result of Pre Interview

Pre interview conducted in this study was the unstructured interview that was held on Wednesday, 9th of February 2011 and started at 09.45 A.M and finished at 10.05 A.M. The writer asked the teacher some questions which were divided into three categories. Those were the general condition in English class, the difficulties faced by students in writing ability, and the kinds of strategies implemented by the teacher before the classroom action research (CAR) in teaching writing.

First category discussed about the general condition in English classroom primarily on students' responses in learning English and students' achievement of the English test. The teacher said that most students thought English as a difficult subject. There were some students who actively participate during learning teaching activities and most of them also learned in English courses. The teacher told that some students said if they did not have enough time to finish the tasks in the class and they did not like if the teacher gave them homework. She also said that

students sometimes felt boring with the classroom situation. Most students had difficulties in reaching the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). There were only about fifty percent who really passed the KKM, but after having the remedial test, usually seventy percents students could pass the KKM. She also stated that most 8.2 students had many problems in writing and suggested the writer to conduct the action research there.

Second category is about students' difficulties in writing and the text which student should be mastered in the second semester. The teacher mentioned that the first problem faced by students in writing was students' lack of vocabularies and their problem in grammar, primarily in using the simple past tense. The teacher said that most students had difficulties in writing a recount text, because unlike the narrative text, in the recount text students had to use the past sentence which most students had problems on it. Next, the teacher told that students had difficulties in making coherence writing. Therefore, the teacher sometimes had difficulties in giving them score. The teacher also said in this semester, students should master two kinds of text, those were recount and narrative text. She said that she usually took the materials from the English On Sky 2 which was published by Erlangga, students' handbook (called LKS) and sometimes from the internet.

Third category is about the teacher's strategies that she used before Classroom Action Research (CAR) to teach writing. It was found that the teacher taught the materials based on the book she used. In teaching writing, the teacher often gave the students the jumbled sentences and asked students to arrange the sentences into a good paragraph. Sometimes, she also asked the students to complete the story. She also said that the strategy which most of times she used was the free-writing, she asked the students to directly write the story based on the topic given⁷¹

⁷¹ See appendix 10, p.76.

Up to now, the teacher had been looking for an alternative way to teach writing. At last, the teacher suggested the writer to use the mind-mapping strategy to solve the students' writing problem since this technique was interesting because it used so many colours and images. . She also stated that this strategy was suitable for recount text because it would make students to recall their ideas better.

2. Result Pre Observation

Pre observation was conducted to observe the process of teaching learning in writing activity before implementing the action. It was held at 8-2 class of SMPN 2 Kota Tangerang Selatan academic year 2010/2011. This class consisted of 40 students in the class. The pre-observation was conducted on 7th and 9th of February 2011. It was started on Monday at 08.20 A.M and finished at 09.40 A.M and on Wednesday at 11.30 A.M and finished at 12.50 P.M.

In general, during the teaching learning process in the classroom, the teacher mostly dominated the class. Hence, students only got less opportunity to be active in the class. While the teacher was explaining about the schematic structure of the recount text, most students did not pay attention to her explanation. Next, the teacher gave students the example of recount text and she read the text. After reading the text, she asked students whether they had difficult vocabularies or not and some students asked her while most of them especially male students were busily talking to their friends. Then, the teacher asked students to read the text together and asked two female students and two male students to read the text individually.

Next, the teacher asked several questions about the text, and there were only few students who answered the teacher's question correctly. When the teacher asked students to arrange the jumbled sentences into a good paragraph, most male students were cheating and the teacher asked them not to make noise.

The next session activity was the teacher asked the students to write a recount text without asking them to make the draft first. Therefore, they were looked very confused and asked their friends what to write. It made the class' situation noisy.⁷²

3. Result of Pre Test

The pretest was done before the Classroom Action Research (CAR). It was conducted on Wednesday, 9th of February 2011. It started at 12.10 P.M. The test was in the form of essay test. Students were asked to make a composition about recount text during 30 minutes.

Based on the result of pre test, the data showed that the mean score of pretest was 53.72. There were only three students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 37 students below the minimum mastery criterion. The lowest achievement gained score 32. From that analyzing, it could be seen that most of the 8.2 class students' writing ability was still very low.⁷³

B. Implementation of Classroom Action Research (CAR)

1. CYCLE 1

a. Planning

In this phase, the writer and the teacher worked collaboratively to make a lesson plan for the action based on the problems faced by students in writing. In this case, the writer determined the selected material and exercises into a lesson plan. Therefore, recount text was chosen as the text to be taught for students. In the lesson plan, there was a recount text to be discussed during the teaching learning process and example of a mind-map to be shown to students. In addition, the writer also prepared some instruments. Those were unstructured observation sheet to observe the students' and the teacher' activities in teaching learning process whether it

⁷² See appendix 7, p. 71.

⁷³ See appendix 2, p.62.

was in line with the lesson plan had made before or not, and the post test I. Here, the writer and the teacher decided to use the same question as the pre test. The post test is used to collect the data and to know students' improvement scores from pretest to posttest after using mind-mapping technique.

b. Acting

The action of the cycle 1 was done on February 14th and 16th 2011. The teacher implemented the teaching learning process based on the lesson plan which had been made. In the first meeting of the cycle 1, the teacher explained the concept and characteristics of *personal recount text*. She explained about its schematic structure and its linguistic features. After explaining that, the teacher asked some questions to students to make sure students had already understood about the explanation. Then she read the example of *personal recount text*. After that, the teacher explained about what mind-mapping was and how to use that to make a draft. She showed the students how to make it in front of the class by using colored white board markers. Then she asked students to make their own mind-maps based on the topic given. This task was done by the students individually. In the end of first meeting she asked students to collect their mind-maps.

In the second meeting of cycle 1, the teacher showed the students how to make sentences based on the key words and images which had been made in the previous meeting. After that, the teacher spread the post-test 1, and asked students to write a personal recount text by using the mind-maps they had made before. Then the teacher asked some students to read their compositions.

c. Observing

In this phase, the writer tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, class situation, and students' response. In doing this observation, the writer sat

on the empty chair in the right corner of the class. This was done to make sure that the learning teaching process was not disturbed by the writer's presence.

Related to the teacher's performance, as a whole, she had taught the students in line with the lesson plan had been made. However, in the part of explaining both the schematic structure and how to make a mind-map, it probably seemed unclear because the teacher's voice was too low and her explanation was too fast. Consequently, students looked confused when they were asked to make mind-maps and it could be seen from the students' task result that students still wrote all sentences into the branch of the mind-maps not only the key words or images. Moreover, the writer found that the teacher mostly paid attention only to the front rows students. Therefore, the students in the back kept making noises.

Meanwhile, the class situation was still under control. It means that most of students did not pay attention to the teacher's explanation. In the first meeting, when the teacher explained about the schematic structures of personal recount text, most of male students were busily talking to their classmates. They were talked about the football match. Some female students on the back rows also did not pay attention and just made scratch pictures on their books. In the other hand, most students in the front rows really paid attention to the teacher's explanation.

When the teacher showed the example of a mind-map, most students seemed more enthusiastic, and they tried to listen to the explanation. But, after five minutes or so they continued to talk with their friends. The teacher often told the students not to make noise, but it seemed did not really work.

While the students were making mind-maps, some students looked confused and kept asking what to do. They wrote long sentences in their maps not the key words and most students did not draw the images which represent the key words. Since there were many students who did not bring their colored markers or colored pencils, most of their maps were not

colorful. The teacher lent them a pack of colored markers but it seemed not enough.

In the second meeting, the students were asked to make a composition on the posttest 1 sheet based on the mind-maps they had made in the previous session. Most students seemed more enthusiastic to write the text and when the teacher went around the class to ask their difficulties, most of them said that they did not have many problems since they already mapped out their ideas into mind-maps. However, some students were still confused and they sometimes yelled “*Ah, bingung, Bu!*” (“I’m confused, Mam!”). Many students didn’t bring their dictionary and they borrowed from their friends, it made the class was very noisy. Two students in the last rows did not do the task well, they were talking almost all the time during the teaching learning process. In the end of the lesson, those two students had just written four sentences and could not finish the task.

After teaching learning process finished, in this observing phase, it was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the students’ writing ability of personal recount text that had been studied. Based on the result of the posttest 1, the data showed that the mean score of posttest was 63.82. There were 13 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy). Meanwhile the other 27 students did not pass that criterion.⁷⁴

d. Reflecting

In this phase, he writer and the teacher discussed about the conclusion of the implementing the action. Then, they tried to modify the action in order to make students be better in writing recount text and in order 70% of students in the class could pass the KKM because in the result of posttest 1 showed only 32.5% of students who passed the KKM

⁷⁴ See appendix 3, p.64.

However, based on the result of the first cycle, the writer and the teacher felt satisfied enough because they were able to improve their writing ability of recount text, although not 70% of students passed the KKM. Besides, the students seemed to write easily by using mind-mapping. Most of them were not too much complicated anymore in writing the recount text and based on the result, their content and organization of writing were improved.

Next, the writer and the teacher had to reflect the implementation of mind-mapping technique. Here, the writer as the observer gave her opinions and suggestions about the teaching learning process related to the last observation phase. First, the teacher still had difficulties in implementing the mind-mapping technique. In this case, the observer suggested to the teacher to walk around the class, to monitor each student and to check their worksheet to avoid writing full sentences into their mind-maps. Second, the teacher's voice was too low and her explanation was too fast. Here, the writer suggested the teacher to louder her voice while teaching and to give the explanation more clearly and slowly. Third, the teacher still had difficulty in managing the class. In this case, the class was noisy because students primarily in the last rows were talking during the lesson. Hence, the writer suggested that the teacher should give more attention to all students and warn them if they do not do the tasks well.

From the reflecting phase above, the teacher and the writer must have more efforts to develop students' writing ability of recount text by using mind-mapping technique. It was needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.⁷⁵

2. CYCLE 2

a. Planning

After finding the result of cycle 1, students' writing ability did not reach the target in their score of post test 1, the writer and the teacher

⁷⁵ See appendix 18, p.95.

modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to learning recount text by using mind-mapping technique. However, there were some modifications in the second cycle. Since it was found that some students were still confused in making mind-maps, in the second cycle, the teacher showed how to make mind-maps step by step and students followed each the step. It was done to ensure that students really understand how to make the mind-maps and to avoid students wrote a full sentence on the branch of the maps. In the second cycle, the teacher also gave more attention the students who sat on the back rows by walking around the class when students made their mind-maps and composition.

In this phase, the writer and the teacher prepared the material for the second cycle. The teacher and the writer chose a procedural recount text with the title *Making Spaghetti* which was taken from English on Sky 2. Beside of that, the writer still also prepared the unstructured observation and the post-interview for the teacher. The writer also prepared the posttest 2 to collect the data. The theme of the posttest 2 was *my favourite recipe*. The students were asked to write a procedural recount about the theme based on the mind-maps they have made.⁷⁶

b. Acting

The action of cycle 2 was done on February 21st and 23rd 2011. In the first meeting, the teacher explained about procedural recount text. Before she explained the schematic structure and linguistic feature, the teacher tried to attract students by telling her experience in making her favourite food. After explaining about the text, the teacher gave the students an example of the procedural recount text, the teacher read aloud the text and asked the students to read the text together. After that, the teacher and the students discussed the text. Then, the teacher reviewed about the mind-mapping technique then demonstrated the students the way

⁷⁶ See appendix 16, p.87.

to make mind-maps step by step and the students followed the steps by making their own maps on the A4 papers which the teacher gave.

In the second meeting of cycle 2, the teacher showed the students how to make sentences based on the key words and images which had been made in the previous meeting. After that, the teacher spread the post-test 2 paper, and asked students to write a personal recount text by using the mind-maps they had made before. The teacher tried to give more attention to whole students by walking around the class and helped the students if they found any troubles in making the composition. In the end of the lesson, the teacher asked some students to read their compositions.

c. Observing

In the second cycle, the writer could tell that the learning process was better than the first cycle. It could be seen from the class situation which was not as noisy as the first cycle. Related to the teacher's performance, the teacher also showed some progresses in teaching. The teacher's voice was louder than the previous meeting. In the first meeting, the teacher was succeeded to attract the students' attention by telling her own experience when she was making her favourite recipe. When the teacher explained about the procedural recount, most students were paying attention to the explanation, only a few students on the last rows who did not pay attention to the teacher's explanation. Then, the teacher gave more attention to the students, she often walked around the class to see the students' works and she asked the students whether they had problems during making the mind-maps. The students also looked more enthusiastic in making the mind-maps, most of them did not look very confused anymore. The writer assumed that it was happened because the teacher showed the way step by step, therefore the students could follow the steps easily.

In the second meeting, the class situation was so much better than the previous one. The class was really under control and no longer noisy.

The students also looked more enthusiastic in making the composition. Most students brought their own dictionary, therefore they did not look busy to borrow the dictionary. The students looked busy in making the composition. They were much focused when they write. They could write easily, the writer assumed that it was because the students had already known what to write in their composition. Some male students looked confused when they write, but then the teacher came to them and helped them. In short, the writing class situation was so much better and fun.

Based on the result of the posttest 2 which was held on the second meeting of the cycle 2, the data showed that the mean score of posttest 2 was 70.77. There were 29 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy). Meanwhile the other 11 students did not pass that criterion.⁷⁷

d. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the posttest 2 results. The writer and the teacher felt satisfied because they could improve students' writing ability of recount text. The students could write the composition easier. It could be seen from the result of students' score improved from the pretest 1. Furthermore, the class situation was no longer boring for the students. They looked more enthusiastic in making composition.

After achieving the target of research minimally 70% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Hence, the writer and the teacher did not continue to the next cycle.

C. Discussion of the Data after Classroom Action Research (CAR)

⁷⁷ See appendix 4, p. 66.

The discussion of the data after implementing the action consisted of two parts. Those were the result of post interview and the result of posttest. For further descriptions as following:

1. Result of Post Interview

After implementing the mind-mapping technique, the writer carried out the unstructured interview with the teacher. The interview was done on Thursday 24th of February 2011 at 09.40 A.M and finished at 10.00 A.M. The writer asked nine questions to the teacher, the questions were divided into three categories, those were the general condition in the classroom, the students' difficulties in making the mind-map, and the teacher's difficulties in implementing the mind-mapping technique.

The first category was the general condition in English class during teaching writing recount text by using mind-mapping technique. The teacher said that at the first time, students did not really paid attention to the explanation about the mind-mapping technique. The teacher assumed that students still thought if this technique did not have any differences with another technique. But, when the teacher showed the example of mind-map most students looked enthusiastic. They asked the teacher how to make the mind-map and the commented if the mind-map was good and colourful. At first, the teacher thought that mind-mapping would only attract the female students, but surprisingly the male students were attracted as well. The teacher added that in the second cycle the class situation was so much better, the students were more concentrated and most of them liked this technique.

The teacher said that mind-mapping technique helped her in the writing class. Mind-mapping technique could attract students' attention to be more focused during the class. The writing class was no longer boring and it built new atmosphere in writing class, it created a fun learning teaching activity.

The teacher said that her students' writing ability was improved. Before implementing the mind-mapping technique, the teacher thought that it was almost impossible to improve students' writing ability quickly because she thought that English was a difficult skill. But after seeing the results, she was surprised that her students' writing ability could be improved this fast. She assumed that it was because the students were focused in making their compositions and they were not confused in finding the ideas anymore. The teacher told that the students' compositions were more organized, and their ideas were clearer than the pretest. The teacher also added that in the posttest 2, only few students who made mistakes in using the past tense.

The teacher stated that mind-mapping technique would save the time in teaching writing. Before implementing the technique, the teacher had to give the remedial teaching and the remedial test to reach the KKM, but after implementing the mind-mapping she did not have to do that because most of her students' scores were above the KKM.

In the second category, the students' difficulties in making the mind-maps, the teacher said that most students were only confused at the first time. They wrote a full sentence on the branch not the keywords but in the second time making the mind-maps, they were not confused anymore. She also added that her students said it was difficult to draw the images, because drawing is a talent.

The third category was the teacher's difficulties in implementing the mind-mapping technique during the CAR. The teacher said that at the first cycle, she confused in giving the explanation about the mind-mapping. Then, she discussed with the writer to find another strategy that was the teacher demonstrated each step in front of the class and the student followed her. She thought that this strategy was succeeded. Then, she would recommend this technique to other English teachers.⁷⁸

⁷⁸ See appendix 11, p.79.

2. Result of Post Test

In obtaining the data of the students' writing achievement, the researcher utilized the data from pretest, posttest 1, and posttest 2. The students' score from pretest, posttest 1, posttest 2 are shown in the table 4.1 below.

Table 4.1
Students' Writing Score of Pretest, Posttest 1, and Posttest 2

NO.	STUDENTS' NAME	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	Student 1	66	69	75*
2	Student 2	55	61	63
3	Student 3	58	64	73*
4	Student 4	70*	81*	82*
5	Student 5	65	67	68
6	Student 6	63	73*	76*
7	Student 7	74*	78*	75*
8	Student 8	47	54	57
9	Student 9	50	56	60
10	Student 10	49	53	71*
11	Student 11	48	68	71*
12	Student 12	53	68	74*
13	Student 13	51	73*	75*
14	Student 14	49	71*	73*
15	Student 15	51	61	66
16	Student 16	70*	79*	81*
17	Student 17	32	70*	76*
18	Student 18	65	64	74*
19	Student 19	68	71*	72*
20	Student 20	57	69	70*

21	Student 21	48	33	74*
22	Student 22	48	33	74*
23	Student 23	59	72*	73*
24	Student 24	56	56	68
25	Student 25	47	53	70*
26	Student 26	58	64	75*
27	Student 27	52	54	65
28	Student 28	63	73*	73*
29	Student 29	45	58	64
30	Student 30	49	65	73*
31	Student 31	50	56	66
32	Student 32	36	69	70*
33	Student 33	45	63	70*
34	Student 34	46	67	74*
35	Student 35	32	59	65
36	Student 36	51	65	64
37	Student 37	55	70*	70*
38	Student 38	68	53	72*
39	Student 39	33	70*	70*
40	Student 40	67	70*	74*
TOTAL		2149	2553	2831
MEAN		53.72	63.82	70.77

***: The student who passed the KKM (70)**

The scores are processed from students' answer sheets

To compare the test result between pretest and posttest of each cycle, the writer uses some steps. Those steps are calculating the students mean score of the test, calculating the class percentage, and calculating the percentage students' improvement score from pretest to posttest 1 and 2.

The pretest was conducted as the preliminary study to know students' ability in writing recount text. In conducting the pretest, the teacher asked students to write a personal recount text, by using the free writing.

To get the mean of the pretest score, the researcher calculated the data by using the following formula;

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2149}{40}$$

$$\bar{X} = 53.72$$

From that calculation, the mean score of the class in pretest is 53.72. It is showed that the students' writing mean score before using mind-mapping or before implementing Classroom Action Research (CAR) is 53.72. Then, to know the percentage of students who passed the KKM score (70), the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{40} \times 100\%$$

$$P = 7.5\%$$

From the calculation above, it is known the students' score percentage in the pretest is 7.5%. It means that there are 3 students who pass the KKM and there are 37 students are still below the KKM.

Next in the cycle 1 of Classroom Action Research (CAR), the writer calculates the result of posttest 1 to know the students' score improvement from the pretest to posttest 1 result. There are three steps to get this improvement.

Those are calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

The first step is to calculate the mean score of posttest 1. It is calculated as following:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2553}{40}$$

$$\bar{X} = 63.82$$

From that calculation, the students' mean score of posttest in cycle 1 is 63.82. It shows that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (53.72) to the mean score of posttest 1 (63.82). It improves 10.1 (63.82 – 53.72).

The second step is to get the percentage of students' improvement score from pretest to posttest 1. It is calculated as following:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{63.82 - 53.72}{53.72} \times 100\%$$

$$P = \frac{10.1}{53.72} \times 100\%$$

$$P = 18.8 \%$$

Based on that calculation, the percentage of the students' improvement score from pretest to posttest 1 is 18.8%. It shows that the score in the cycle 1 has improved 18.8% from the pretest score.

The third step is to know the percentage of students who pass the KKM. It is calculated as following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{40} \times 100\%$$

$$P = 32.5\%$$

From that calculation, the class percentage which passes the KKM is 32.5%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 13 students who passed the KKM and there are 27 students who got score below the KKM. The class percentage of posttest 1 shows some students' improvement of the class percentage in the pretest (7.5%). The students' improvement which passes the KKM is 25% (32.5% - 7.5%). The improvement was quite low, so the writer and the teacher considered continuing the action to the second cycle.

After continuing the action to the second cycle, the writer did the posttest 2 of cycle 2. In the cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. The writer utilized the data from the posttest 2 by using the same formula as the previous.

First, the writer calculated the data to get the mean score of the posttest 2 by using the following formula;

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{28.31}{40}$$

$$\bar{X} = 70.77$$

From that calculation, the students' mean score of posttest 2 is 70.77. It shows that there are some improvements from the pretest mean score. It could be seen from the posttest 1 mean score (63.82) to the mean score of posttest 2 (70.77). It improves 6.95 (70.77 - 63.82).

Then, to know the improvement from the pretest to posttest 2 into percentage, the writer made a percentage calculation as following:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{70.77 - 53.72}{53.72} \times 100\%$$

$$P = 31.73\%$$

Based on that calculation, it could be seen that the posttest 2 improves 31.73% from the pretest or 12.93% (31.73 – 18.8) from the posttest 1.

The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{29}{40} \times 100\%$$

$$P = 72.5\%$$

From that calculation, the class percentage is 72.5%. It means that in the cycle 2 there are 29 students who pass the KKM and there are 11 students whose score below the KKM. The class percentage of posttest 2 shows some improvements from the previous test; the improvement is 65% from the pretest (7.5%) or 40% from the class percentage of posttest 1 (32.5%).

D. The Interpretation of Test Result

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

In the pretest, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 53.72. It is the students' writing score before the implementation of mind-mapping technique. Meanwhile, the class percentage which passes the KKM is 7.5%. It means that that there are only 3 students who are able to pass the KKM (70) and there are 37 students who are not able to pass the KKM.

Furthermore, the mean score in the posttest of cycle 1 is 63.82. It means that there are some students' score improvement from the previous test (pretest), that is 10.1 ($63.82 - 53.72$) or 18.8% (It is not enough to reach the research target and still need to be developed). Meanwhile, the class percentage which passes the KKM in posttest 1 is 32.5%. It shows there are 13 students who pass the KKM and there are 27 students whose score still under KKM. It means that still needed more improvement because it could not achieve the target of success CAR, which is 70% (or at least 28 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle is 70.77. It shows the improvement students' score 6.95 ($70.77 - 63.82$) from the posttest 1 in cycle 1 (63.82) or 31.73% students' improvement in the score percentage from the pretest or 12.93% students' improvement from the pretest 1. Meanwhile, the class percentage which passes the KKM is 72.5%. It means there are 29 students whose score pass the KKM and there are 11 students are still under the target of KKM. This class percentage shows some improvements 65% from the pretest (7.5%) or 40% from the posttest 1 (32.5%) in the class percentage. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 70% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle can be stopped.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the whole steps of this study, the writer draws the conclusion referring to the result of the study. After that, related to the conclusion, the writer gives suggestion.

A. Conclusion

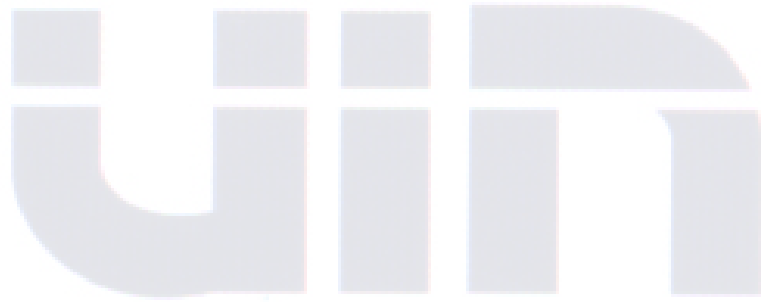
After conducting CAR at 8-2 class of SMP Negeri 2 Kota Tangerang Selatan academic year 2010/2011, it can be concluded that mind-mapping technique can improve the students' ability in writing recount text. It can be proved from the following facts.

First, related to the students' achievement, there were 72.5% students who passed the KKM 70 with the improvement of students' mean score from pretest to the posttest of the second cycle was 31.73%. In the pretest, there were only 3 students who passed the KKM. Meanwhile, in the posttest of cycle one there were 13 students who passed the KKM or 32.5%. Next, in the result of posttest in the cycle 2, there are 29 students or 72.5% students who passed the KKM in which their mean score of writing test derived 70.77, so it achieved the criteria of success. The last, the result of interview with the English teacher showed that the teacher gave positive responses to the implementation of mind-mapping technique in teaching writing since it could be an alternative technique to be used in teaching writing.

In conclusion, this study was successful in developing the students' ability in writing recount text by using mind-mapping technique. In addition, the students were more active and participated in the teaching-learning process of writing. Therefore, mind-mapping technique can be an alternative technique for teacher in teaching writing especially in writing recount text.

B. Suggestion

After conducting the study, the writer suggests that the teacher should deliver materials clearly and she also should pay attention to the students' activity during the teaching learning process. The teacher should give more time in writing lesson. In addition, the teacher should be more creative in providing the topic which can motivate students to write. Moreover, mind-mapping technique can be implemented in writing activity, especially to develop students' ability in writing recount text. The writer hopes that there will be any further research of it.



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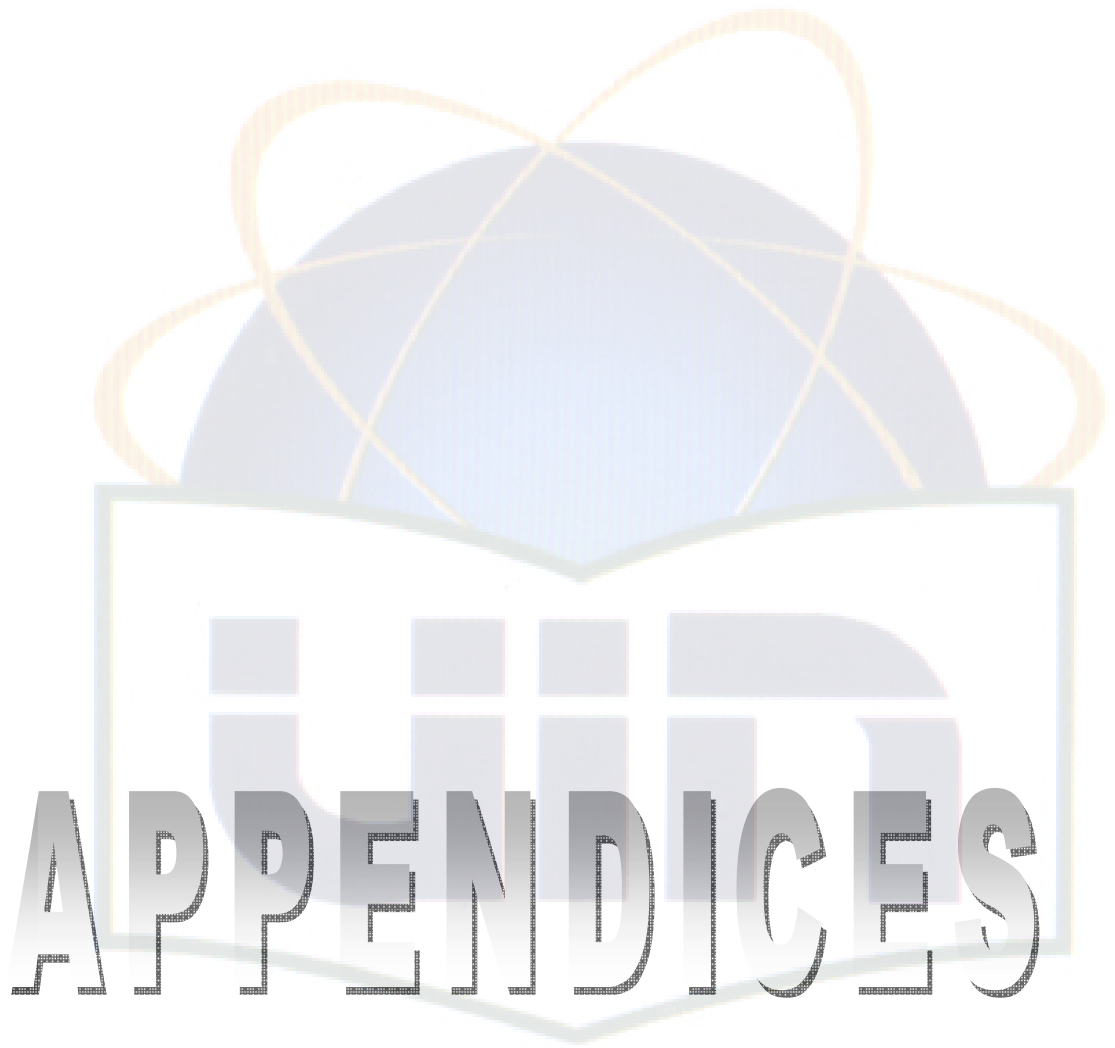
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Appendix 1

**STANDAR KOMPETENSI DAN KOMPETENSI DASAR
BAHASA INGGRIS (MENULIS)
KELAS VIII SEKOLAH MENENGAH PERTAMA
SEMESTER GENAP**

STANDAR KOMPETENSI	KOMPETENSI DASAR
MENULIS 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
	12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> .

Appendix 2

Students' Writing Score of Pre-test

No.	Students' Name	1	2	3	4	5	Score
1	Student 1	13	13	13	15	12	66
2	Student 2	12	12	10	12	11	57
3	Student 3	12	12	11	12	11	58
4	Student 4	14	14	13	15	14	70 *
5	Student 5	15	12	11	13	14	65
6	Student 6	12	12	10	16	13	63
7	Student 7	16	15	13	16	14	74 *
8	Student 8	8	10	7	12	10	47
9	Student 9	12	10	10	9	9	50
10	Student 10	12	10	9	9	9	49
11	Student 11	10	10	10	9	9	48
12	Student 12	13	12	9	10	9	53
13	Student 13	13	10	8	11	9	51
14	Student 14	10	9	10	12	8	49
15	Student 15	10	10	11	10	10	51
16	Student 16	15	15	13	12	15	70*
17	Student 17	5	4	8	8	7	32
18	Student 18	15	15	12	11	12	65
19	Student 19	15	14	12	14	13	68
20	Student 20	14	12	11	10	10	57
21	Student 21	10	9	11	10	8	48
22	Student 22	10	10	8	11	9	48
23	Student 23	11	10	13	13	12	59
24	Student 24	13	11	9	12	12	56
25	Student 25	12	10	8	9	8	47
26	Student 26	12	12	11	12	11	58
27	Student 27	12	12	9	9	10	52

28	Student 28	14	14	12	11	12	63
29	Student 29	11	10	8	8	8	45
30	Student 30	11	10	10	9	9	49
31	Student 31	12	11	9	9	9	50
32	Student 32	10	7	7	7	5	36
33	Student 33	10	9	8	9	9	45
34	Student 34	11	10	8	9	8	46
35	Student 35	7	7	6	6	6	32
36	Student 36	12	10	9	9	11	51
37	Student 37	12	11	10	12	10	55
38	Student 38	15	14	12	14	13	68
39	Student 39	7	6	7	6	7	33
40	Student 40	15	13	12	14	13	67
TOTAL							2149

***: The student who passed the KKM (70)**

The scores are processed from students' answer sheets

1 = Organization: Introduction, Body & Conclusion

2 = Logical Development of ideas: Content

3 = Grammar

4 = Punctuation, Spelling, & Mechanics

5 = Style & Quality of Expression

Appendix 3

Students' Writing Score of Post-test 1

No.	Students' Name	1	2	3	4	5	Score
1	Student 1	15	14	13	14	13	69
2	Student 2	14	13	11	12	11	61
3	Student 3	14	14	11	11	14	64
4	Student 4	17	16	15	16	17	81*
5	Student 5	15	13	13	14	12	67
6	Student 6	15	14	14	16	14	73*
7	Student 7	17	15	14	17	15	78*
8	Student 8	12	11	10	11	10	54
9	Student 9	13	12	10	11	10	56
10	Student 10	11	11	10	11	10	53
11	Student 11	15	13	13	13	14	68
12	Student 12	15	14	13	13	13	68
13	Student 13	15	15	14	15	14	73*
14	Student 14	15	15	14	13	14	71*
15	Student 15	14	12	12	11	12	61
16	Student 16	16	16	16	15	16	79*
17	Student 17	14	14	14	15	13	70*
18	Student 18	13	13	12	13	13	64
19	Student 19	14	15	14	14	14	71*
20	Student 20	15	13	13	15	13	69
21	Student 21	7	6	7	7	6	33
22	Student 22	7	6	7	7	6	33
23	Student 23	15	15	14	14	14	72*
24	Student 24	12	11	11	12	10	56
25	Student 25	11	10	10	12	10	53
26	Student 26	14	13	13	12	12	64
27	Student 27	12	11	10	11	10	54

28	Student 28	15	15	14	15	14	73*
29	Student 29	12	12	10	13	11	58
30	Student 30	15	13	13	12	12	65
31	Student 31	13	11	10	12	10	56
32	Student 32	14	15	13	14	13	69
33	Student 33	13	13	12	13	12	63
34	Student 34	15	14	12	14	12	67
35	Student 35	12	13	11	11	12	59
36	Student 36	14	14	12	13	12	65
37	Student 37	15	14	14	14	13	70*
38	Student 38	11	11	10	11	10	53
39	Student 39	15	14	13	14	14	70*
40	Student 40	15	14	14	14	13	70*
TOTAL							2553

***: The student who passed the KKM (70)**

The scores are processed from students' answer sheets

1 = Organization: Introduction, Body & Conclusion

2 = Logical Development of ideas: Content

3 = Grammar

4 = Punctuation, Spelling, & Mechanics

5 = Style & Quality of Expression

Appendix 4

Students' Writing Score of Posttest 2

No.	Students' Name	1	2	3	4	5	Score
1	Student 1	17	15	14	15	14	75*
2	Student 2	14	13	12	12	12	63
3	Student 3	15	15	14	15	14	73*
4	Student 4	17	17	16	16	16	82*
5	Student 5	15	14	13	13	13	68
6	Student 6	16	16	15	15	14	76*
7	Student 7	16	15	15	15	14	75*
8	Student 8	13	12	11	11	10	57
9	Student 9	14	12	11	12	11	60
10	Student 10	15	14	14	15	13	71*
11	Student 11	15	14	14	15	13	71*
12	Student 12	16	15	14	15	14	74*
13	Student 13	15	14	13	15	13	70*
14	Student 14	16	15	13	15	14	73*
15	Student 15	15	13	13	12	13	66
16	Student 16	16	17	16	16	16	81*
17	Student 17	16	16	15	15	14	76*
18	Student 18	16	15	14	15	14	74*
19	Student 19	15	15	14	14	14	72*
20	Student 20	15	14	13	15	13	70*
21	Student 21	16	15	14	15	14	74*
22	Student 22	16	15	14	15	14	74*
23	Student 23	16	15	13	15	14	73*
24	Student 24	15	13	13	14	13	68
25	Student 25	15	14	13	15	13	70*
26	Student 26	16	15	14	15	15	75*

27	Student 27	14	13	12	14	12	65
28	Student 28	15	15	14	15	14	73*
29	Student 29	14	13	11	14	12	64
30	Student 30	15	15	14	15	14	73*
31	Student 31	14	13	12	14	13	66
32	Student 32	15	14	13	15	13	70*
33	Student 33	15	14	13	15	13	70*
34	Student 34	16	15	14	15	14	74*
35	Student 35	14	13	12	14	12	65
36	Student 36	14	13	12	14	11	64
37	Student 37	15	14	13	15	13	70*
38	Student 38	15	15	14	15	13	72*
39	Student 39	15	14	13	15	13	70*
40	Student 40	16	15	14	15	14	74*
TOTAL							2831

***: The student who passed the KKM (70)**

The scores are processed from students' answer sheets

1 = Organization: Introduction, Body & Conclusion

2 = Logical Development of ideas: Content

3 = Grammar

4 = Punctuation, Spelling, & Mechanics

5 = Style & Quality of Expression

Appendix 5

Table 4.1
Students' Writing Score of Pretest, Posttest 1, and Posttest 2

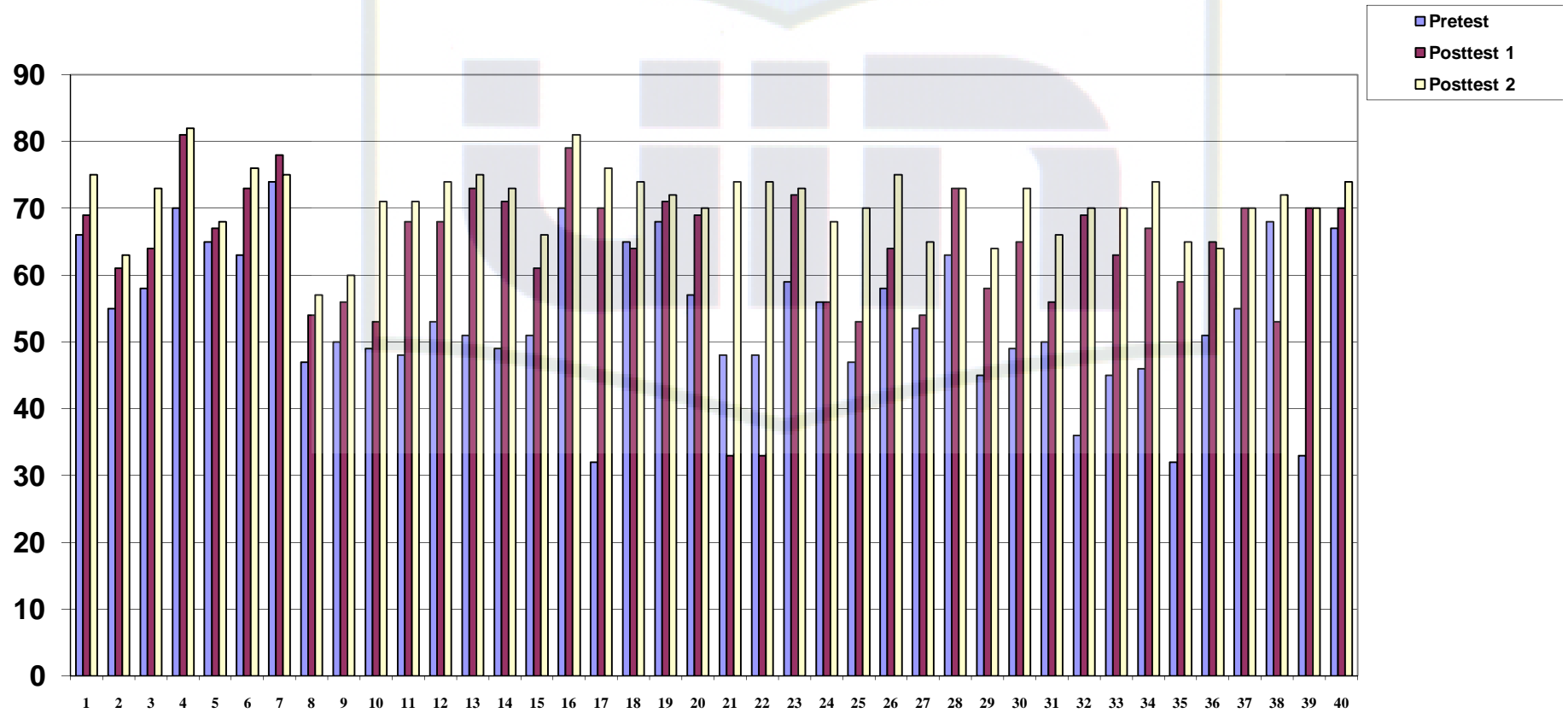
NO.	STUDENTS' NAME	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	Student 1	66	69	75*
2	Student 2	55	61	63
3	Student 3	58	64	73*
4	Student 4	70*	81*	82*
5	Student 5	65	67	68
6	Student 6	63	73*	76*
7	Student 7	74*	78*	75*
8	Student 8	47	54	57
9	Student 9	50	56	60
10	Student 10	49	53	71*
11	Student 11	48	68	71*
12	Student 12	53	68	74*
13	Student 13	51	73*	75*
14	Student 14	49	71*	73*
15	Student 15	51	61	66
16	Student 16	70*	79*	81*
17	Student 17	32	70*	76*
18	Student 18	65	64	74*
19	Student 19	68	71*	72*
20	Student 20	57	69	70*
21	Student 21	48	33	74*
22	Student 22	48	33	74*
23	Student 23	59	72*	73*
24	Student 24	56	56	68

25	Student 25	47	53	70*
26	Student 26	58	64	75*
27	Student 27	52	54	65
28	Student 28	63	73*	73*
29	Student 29	45	58	64
30	Student 30	49	65	73*
31	Student 31	50	56	66
32	Student 32	36	69	70*
33	Student 33	45	63	70*
34	Student 34	46	67	74*
35	Student 35	32	59	65
36	Student 36	51	65	64
37	Student 37	55	70*	70*
38	Student 38	68	53	72*
39	Student 39	33	70*	70*
40	Student 40	67	70*	74*
TOTAL		2149	2553	2831
MEAN		53.72	63.82	70.77

***: The student who passed the KKM (70)**

The scores are processed from students' answer sheets

Appendix 6
Diagram of Students' Writing Scores Improvement



Appendix 7

Observational Notes for Need Analysis⁷⁹

Action : Pre-observation

Date : February, 7th and 9th 2011

Time : 08.20 A.M – 09.40 A.M and 11.30 A.M – 12.50 P.M

Topic : The Schematic Structure of Biographical Recount Text

What learners do	What this involves	Teacher's purpose	Comment
<ul style="list-style-type: none"> ▪ Listening to the teacher's explanation about the schematic structure and linguistic features of recount text ▪ Reading the text together ▪ Reading the text orally one by one in front of the class ▪ Discussing about the text with the teacher ▪ Writing a recount text 	<ul style="list-style-type: none"> ▪ Students' are involved into individual work ▪ Students read a biographical recount text with the title <i>Thomas Alva Edison</i>. 	<p>The teacher explained the schematic structure of recount text and linguistic features and asked students to write a recount text.</p>	<ul style="list-style-type: none"> ▪ Most of students didn't pay attention to the teacher's explanation ▪ Students are looked boring. ▪ Most of students didn't do the writing well ▪ Students are rarely active because they didn't have opportunity to participate in the classroom ▪ The teacher mostly liked to dominate the classroom.

⁷⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge Univ. Press, 1996), p. 323

Appendix 8

Observational Notes for Need Analysis

Action : First Meeting of Cycle 1

Date : February, 14th 2011

Time : 08.20 A.M – 09.40 A.M

Topic : The Schematic Structure of Personal Recount Text

What learners do	What this involves	Teacher's purpose	Comment
<ul style="list-style-type: none"> ▪ Listening to the teacher's explanation about the schematic structure and linguistic features of personal recount text ▪ Reading the text together ▪ Discussing about the text with the teacher ▪ Listening to the teacher's explanation about mind-mapping. ▪ Making mind-maps with the theme My Holiday 	<ul style="list-style-type: none"> ▪ Students' are involved into individual work ▪ Students read a Personal recount text with the title <i>My Summer Holiday</i>. 	<p>The teacher explained the schematic structure of recount text, linguistic features, the concept of mind-mapping and asked students to make mind-maps.</p>	<ul style="list-style-type: none"> ▪ Most of students didn't pay attention to the teacher's explanation ▪ Students are looked boring and made scratch on their books. ▪ Students are rarely active because they didn't have opportunity to participate in the classroom ▪ The teacher mostly liked to dominate the classroom and teacher's voice was too low. ▪ The explanation was too fast. ▪ Some students were confused in making mind-maps. ▪ The teacher only paid attention to the front rows students.

Observational Notes for Need Analysis

Action : Second Meeting of Cycle 1

Date : February, 16th 2011

Time : 11.30 A.M – 12.50 P.M

Topic : Making Personal Recount Text

What learners do	What this involves	Teacher's purpose	Comment
<ul style="list-style-type: none">▪ Listening to the teacher's explanation about how to make sentences based on the keywords and images they have made.▪ Making a personal recount text▪ Some students read their composition in front of the class.	<ul style="list-style-type: none">▪ Students' are involved into individual work▪ Students made a Personal recount text with the theme <i>My Holiday</i>.	<p>The teacher explained how to make sentences based on the keywords and images and asked students to write personal recount.</p>	<ul style="list-style-type: none">▪ Most of students looked more enthusiastic in making composition.▪ Some students yelled "<i>Ah, bingung Bu!</i>" (Mom, I', confused!)▪ Two students in the last rows were talking all the time during the class and couldn't finish the task well.▪ Some students were too busy in borrowing the dictionary and made the class was very noisy.

Appendix 9

Observational Notes for Need Analysis

Action : First Meeting of Cycle 2

Date : February, 21st 2011

Time : 08.20 A.M – 09.40 A.M

Topic : The Schematic Structure of Procedural Recount Text

What learners do	What this involves	Teacher's purpose	Comment
<ul style="list-style-type: none"> ▪ Listening to the teacher's explanation about the schematic structure and linguistic features of procedural recount text ▪ Reading the text together ▪ Discussing about the text with the teacher ▪ Listening to the teacher's explanation about mind-mapping. ▪ Making mind-maps with the theme My Favourite Recipe 	<ul style="list-style-type: none"> ▪ Students' are involved into individual work ▪ Students read a procedural recount text with the title <i>Making Spaghetti</i>. 	<p>The teacher explained the schematic structure of procedural recount text, linguistic features, the concept of mind-mapping and asked students to make mind-maps.</p>	<ul style="list-style-type: none"> ▪ The teacher's voice was louder than the previous meeting ▪ Only several students on the last rows who didn't pay attention to the teachers' explanation. ▪ The teacher tried to attract students' attention by telling her experience in making her favourite food. ▪ The class was not as noisy as the previous meeting. ▪ Students' were quite active. ▪ Some students were still confused in making mind-maps. ▪ The teacher went around the class and helped students when they had problems.

Observational Notes for Need Analysis

Action : Second Meeting of Cycle 2

Date : February, 23rd 2011

Time : 11.30 A.M – 12.50 P.M

Topic : Making Procedural Recount Text

What learners do	What this involves	Teacher's purpose	Comment
<ul style="list-style-type: none">▪ Listening to the teacher's explanation about how to make sentences based on the keywords and images they have made.▪ Making a procedural recount text▪ Some students read their composition in front of the class.	<ul style="list-style-type: none">▪ Students' are involved into individual work▪ Students made a procedural recount text with the theme <i>My Favourite Recipe</i>.	<p>The teacher explained how to make sentences based on the keywords and images and asked students to write procedural recount.</p>	<ul style="list-style-type: none">▪ Most of students looked more enthusiastic in making composition.▪ Some students asked some vocabularies to the teacher.▪ Students were busy in making composition but the class was under control.▪ Some boys looked confused but the teacher came to help them.▪ Most students brought their own dictionary.

Appendix 10

Interview Guideline for the Need Analysis (Before CAR)

(Wednesday, 9th of February 2011)

W : The Writer
T : The Teacher

A. Kategori kondisi umum kelas

W : *Bagaimana tanggapan siswa ibu dalam Kegiatan Belajar Mengajar (KBM) selama ini?*

T : Rata-rata mereka bilang agak sulit ya. Ada sebagian sih yang senang dan aktif kalau belajar, ya biasanya sih yang seperti itu yang ikut les di luar sekolah ya, Ki. Ya terus kadang mereka juga bilang waktunya kurang, kan di sini satu jam pelajaran itu cuma 40 menit, jadi ya gitu kadang karena waktunya kurang jadi mereka dapat PR. Nah, mereka kadang malas kalau sampe dapat PR. Kadang mungkin mereka ngerasa bosan ya, Ki, belajar di kelas melulu. Soalnya kan Laboratorium kita masih di renovasi jadi ya belum bisa dipakai. Jadi ya kadang-kadang saya ajak anak-anak belajar di perpustakaan aja supaya mereka dapat suasana lain.

W : *Berapa nilai KKM untuk pelajaran Bahasa Inggris di sekolah ini, Bu?*

T : Dari pihak sekolah sih enam puluh sembilan (69). Tapi ya saya biasanya menganggap siswa itu nilainya tuntas kalau nilainya udah tujuh puluh (70). Soalnya kan tanggung ya, Ki, cuma selisih satu. Kan kalau masih dapat angka kepala enam tuh rasanya masih jelek gitu.

W : *Apakah selama ini nilai KKM tersebut tercapai oleh semua siswa?*

T : Ya gak lah. Biasanya, misalnya nilai Mid Semester, paling setengahnya aja yang bisa tuntas. Tapi biasanya ya ada remedial test. Jadi, ya sekitar tujuh puluh persen-an lah yang tuntas.

W : *Ibu mengajar berapa kelas di sekolah ini?*

T : Saya mengajar empat kelas, semuanya kelas delapan.

W : *Dari empat kelas itu, kelas mana yang nilai rata-ratanya paling rendah?*

T : Wah, rata-rata sih nilai mereka standar ya. Soalnya kan kita gak ada kelas unggulan gitu, ya di tiap kelas itu ada yang bisa ada yang gak bisa jadi ya nilai rata-ratanya hampir sama. Tapi yang paling rendah itu kelas 8.2. jadi ya kalau saran saya sih penelitian di kelas itu aja, soalnya ya kelas itu yang paling punya masalah.

W : *Masalah paling besar ada di skill apa Bu?*

T : Sebenarnya ada dua ya, yang pertama writing, yang kedua itu listening. Kalau listening mungkin kalau laboratorium bahasa sudah jadi akan bisa diatasi ya. Nah, writing ini yang agak sulit.

B. Kategori kesulitan siswa dalam writing dan jenis teks yang dipelajari

W : *Apa kesulitan yang siswa hadapi dalam skill writing ?*

T : Yang pasti sih mereka kurang vocabulary-nya, terus ya dari segi grammar juga tuh bermasalah, misalnya ya kalau di *recount* kan kita harus pakai bentuk lampau, tapi mereka gak pakai. Kalau di *narrative* kan mereka lebih gampang ya soalnya gak harus pake bentuk lampau. Terus ya paling karangan mereka kadang gak nyambung, ya kadang bingung juga ya bacanya, maksudnya apa sih anak ini. (guru tertawa) Jadi ya gitu, kadang susah kasih nilainya.

W : *Di semester genap ini, jenis teks apa yang harus siswa kuasai?*

T : Sebenarnya sama ya kayak di semester ganjil, narrative sama recount. Tapi ya, di teks recount itu mereka punya kesulitan, ya anak-anak kan gampang lupa ya. Sekarang sih sedang belajar biographical recount ya, jadi yang personal sama yang procedural belum.

W : *Dari mana ibu mendapatkan sumber teks yang ibu ajarkan?*

T : Ya dari buku paket aja, saya sih pakai beberapa buku ya, ada English On Sky, terus buku-buku yang dari Diknas, LKS, ya kadang sih dari internet juga.

C. Kategori strategi pengajaran writing skill

W : *Teknik apa saja yang pernah ibu terapkan dalam pengajaran writing kelas?*

T : Ya saya ngasih latihan nulis sesuai sama yang di buku aja ya, paling kan latihannya itu nyusun cerita, completing the story, free-writing yang paling sering, anak-anak langsung aja nulis sesuai topiknya, ya paling itu sih.

W : *Apa ibu memiliki strategi lain untuk mengatasi masalah writing di kelas?*

T : Hmm.. sampai sekarang sih belum menemukan teknik yang pas ya untuk writing. Tapi, saya pernah denger ya ada teknik Mind-mapping. Ya saya sih belum pernah mencoba teknik itu, tapi saya mau coba. Kan tekniknya menarik tuh, pakai warna, gambar juga. Jadi ya mudah-mudahan lah bisa meningkatkan nilai writing anak.

Cireundeu 9 Februari 2011

Guru Mata Pelajaran

**Tri Endang Lestari, S.E
NIP. 19671007 200801 2 006**

Appendix 11

Interview Guideline for the Need Analysis (After CAR)

(Thursday, 24th of February 2011)

W : The Writer

T : The Teacher

A. Kategori Keadaan Umum Kelas

W : *Bagaimana tanggapan siswa Ibu dalam pelajaran writing setelah menggunakan Mind-Mapping?*

T : Awalnya ya mereka belum terlalu memperhatikan ya pada saat saya menjelaskan apa itu Mind-Mapping, mungkin karena mereka pikir kalau teknik ini sama aja seperti yang lain. Tapi ketika saya tunjukkan contoh Mind-Map tentang bacaan yang sudah mereka baca, sebagian besar dari mereka tertarik. Bisa dilihat kan kemarin-kemarin mereka langsung nanya “Bu, itu bikinnya gimana?” atau komentar “Ih, bagus banyak warnanya!”. Pada awalnya saya pikir ya paling cuma anak perempuan yang akan tertarik karena biasanya kan anak perempuan lebih kreatif ya, tapi ternyata anak laki-laki juga tertarik. Bahkan, di pertemuan ke berapa tuh, oh iya pertemuan pertama siklus ke dua, kelas sudah gak seberisik biasanya kan, terus anak laki-laki bagian belakang yang biasanya rame jadi bisa konsentrasi. Rata-rata sih mereka semua senang dengan teknik ini.

W : *Apakah ibu merasa Mind-Mapping membantu ibu di dalam pengajaran writing, terutama recount text?*

T : Oh, ya jelas membantu Ki. Biasanya ya mereka kan menganggap kalo writing itu ngebosenin ya. Jadi, sebenarnya yang sulit itu menarik perhatian siswa supaya bisa fokus sama pelajarannya. Tapi setelah pakai Mind-Mapping anak-anak jadi lebih serius sama pelajarannya. Terus juga membantu menciptakan suasana belajar yang menyenangkan buat siswa. Pokoknya membantu sekali lah.

W :*Bagaimana kemampuan menulis siswa Ibu setelah menerapkan Mind-Mapping di kelas?*

T :Wah sangat meningkat ya Ki, dari awalnya yang rata-rata kelasnya rendah, jauh dibawah KKM, terus meningkat cepat. Tadinya saya pikir ya, writing itu kan sulit ya, jadi kayaknya hampir mustahil kalau nilai bisa meningkat secepat ini, tapi ternyata bisa ya. Mungkin karena mereka bisa fokus pas ngarang dan udah gak repot cari ide lagi, jadinya ya nilai mereka bisa meningkat. Yang bisa terlihat sih, dari segi content dan organization of the text-nya yang meningkat. Tadinya kan gak jelas tuh bagian-bagian teksnya mana, isi ceritanya juga gak nyambung. Tapi pas pakai Mind-Map karangan mereka lebih terorganisir, isinya juga jelas, idenya jelas. Terus dari segi past tense nya juga mereka meningkat tuh, mungkin karena di Mind-Map keywords nya udah pakai verb dua kali ya, jadi anak-anak udah gak bingung lagi. Ya, surprise lah buat saya.

W :*Apakah Mind-Mapping ini terlalu memakan waktu jika diterapkan di kelas?*

T :Saya rasa gak ya, kan tiap skill itu ada alokasi waktunya, lagipula kan di tengah-tengah pelajaran itu gak cuma bikin Mind-Map aja. Misalnya, kalo menerangkan schematic structure kan kita ngebahas teks, terus siswa ditanya-tanya, nah itu kan termasuk reading juga. Malah menurut saya ini jadi lebih efisien waktunya, misalnya kalo gak pakai Mind-Mapping untuk mengejar KKM harus remedial bahkan sampai dua kali, tapi pas pakai Mind-Map, nilainya sudah baik sehingga tidak harus ada remedial test atau remedial teaching. Malah lebih cepat kan?

B. Kategori Kesulitan Yang Dialami Siswa dalam Membuat Mind-Maps

W :*Apakah siswa mengalami kesulitan dalam membuat Mind-Map?*

T :Ya, pada awalnya mereka agak sulit menulis keywords-nya makanya ada yang nulis satu kalimat full. Terus ya paling mereka bingung ngegambarnya aja, tapi secara umum sih mereka gak terlalu bermasalah saat buat Mind-Map.

W :*Menurut ibu, apa penyebab dari kesulitan itu?*

T :Mungkin karena pada saat saya menjelaskan konsepnya mereka belum terlalu memperhatikan jadinya ya mereka nulis satu kalimat di cabangnya. Tapi pas di siklus 2, mereka sudah gak ada kesulitan lagi kok. Paling mereka bingung gambarnya aja, soalnya kalo kemampuan gambar kan bakat ya. Jadi gak bisa dipaksa juga.

C. Kategori Kesulitan Yang Dialami Guru saat menerapkan Mind-Mapping

W :*Apakah ibu juga mengalami kesulitan saat menerapkan Mind-Mapping?*

T :Ya pertamanya sih masih bingung ya gimana cara menyampaikan ke siswanya, biasanya kan siswa cuma dikasih topik terus ngarang, terus ya sulitnya itu karena awalnya siswa gak bisa konsentrasi, jadi mereka bingung gimana buatnya.

W :*Bagaimana cara Ibu mengatasi masalah tersebut?*

T :Pas setelah siklus 1 kan kita diskusi gimana cara menyampaikannya supaya nanti di siklus 2 anak-anak gak bingung lagi. Jadi, di siklus 2 anak tidak dilepas buat Mind-Map sendiri, tapi ngikutin saya langkah per langkah, jadi ya mereka kan bisa jelas ngeliat langkahnya. Mungkin nanti saat ngajar teks lain, mereka bisa saya lepas buat Mind-Map sendiri, paling tinggal saya kontrol aja.

W :*Apakah Ibu akan menggunakan Mind-Mapping dalam mengajar jenis teks lainnya?*

T :Ya, tentu saja. Ini kan membantu siswa juga ya, kan kalau nilai siswa bagus kita sebagai guru juga senang ya liat anaknya bisa. Saya juga akan rekomendasi cara ini ke teman-teman sesama guru bahasa Inggris, jadi gak sulit lagi ngajar writingnya

Cireundeu, 24 Februari 2011

Guru Mata Pelajaran

Tri Endang Lestari, S.E

NIP. 19671007 200801 2 006

Appendix 12

**KISI – KISI PENULISAN SOAL PRETEST DAN POSTTEST 1 CLASSROOM ACTION RESEARCH
KELAS VIII SEMESTER GENAP TAHUN PELAJARAN 2010/2011**

Nama Sekolah : SMPN 2 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : KTSP 2006

Alokasi Waktu : 40 menit
Jumlah Soal : 1 (Satu)
Semester : II (Genap)

KOMPETENSI DASAR	INDIKATOR	JENIS SOAL	NOMOR	JUMLAH
<p>MENULIS</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>.</p>	<p>Mengungkapkan makna dan langkah retorika dalam teks berbentuk <i>personal recount</i> (dengan cara):</p> <ol style="list-style-type: none"> 1. Menentukan langkah retorika (<i>schematic structures</i>) dalam teks, seperti : <i>Orientation, Sequence of Events</i> dan <i>Reorientation</i>. 2. Mengembangkan tema cerita. 3. Menggunakan tata bahasa yang berterima. 	<p>ESSAY</p>	<p>1</p>	<p>1</p>

Appendix 13

KISI - KISI PENULISAN SOAL POSTTEST 2 CLASSROOM ACTION RESEARCH KELAS VIII SEMESTER GENAP TAHUN PELAJARAN 2010/2011

Nama Sekolah	: SMPN 2 Kota Tangerang Selatan	Alokasi Waktu	: 40 menit
Mata Pelajaran	: Bahasa Inggris	Jumlah Soal	: 1 (Satu)
Kurikulum Acuan	: KTSP 2006	Semester	: II (Genap)

KOMPETENSI DASAR	INDIKATOR	JENIS SOAL	NOMOR	JUMLAH
MENULIS 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> .	Mengungkapkan makna dan langkah retorika dalam teks berbentuk <i>procedural recount</i> (dengan cara): 1. Menentukan langkah retorika (<i>schematic structures</i>) dalam teks, seperti : <i>Orientation, Sequence of Events</i> dan <i>Reorientation</i> . 2. Mengembangkan tema cerita. 3. Menggunakan tata bahasa yang berterima.	ESSAY	1	1

Appendix 17

RENCANA PELAKSANAAN PEMBELAJARAN WRITING (Cycle 1 of CAR)

I. IDENTITAS

Satuan Pendidikan	: SMPN 2 Kota Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Aspek/Skill	: Writing
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: <i>Personal Recount Text</i>
Tema	: <i>Holiday</i>
Tahun Pelajaran	: 2010 / 2011

II. STANDAR KOMPETENSI MENULIS

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

III. KOMPETENSI DASAR

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

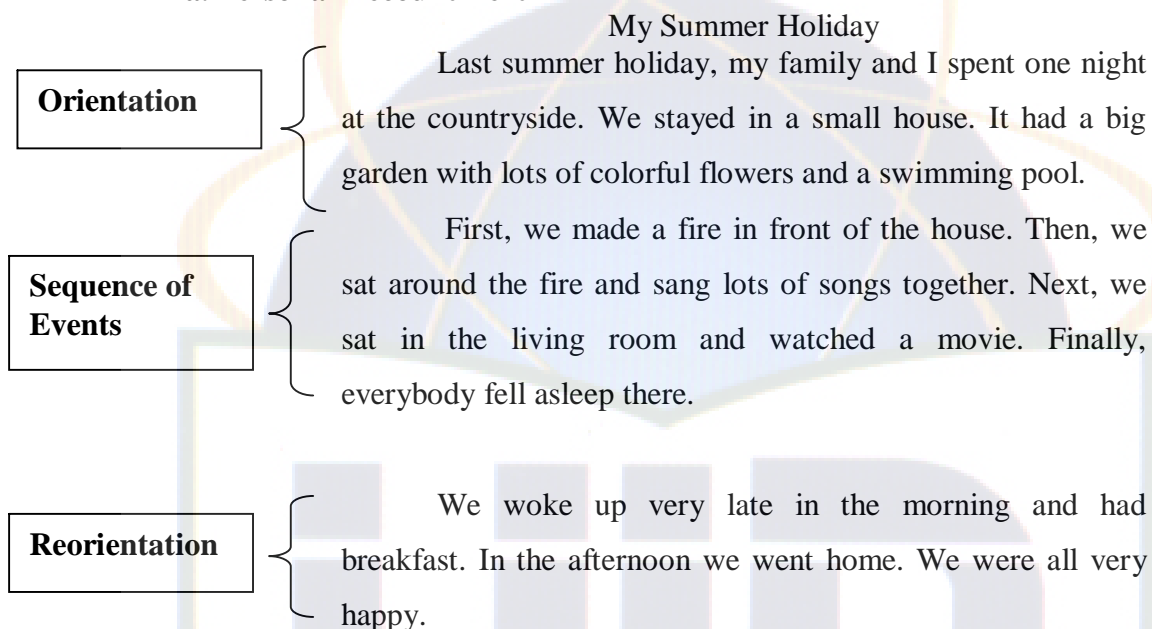
IV. INDIKATOR

Siswa mampu :

1. Mengidentifikasi langkah retorika (*schematic structures*) dalam *personal recount text*.
2. Membuat mind-maps bertema *holiday*.
3. Menulis *personal recount text* dengan baik.
4. Menggunakan tata bahasa yang baik dan benar dalam menulis *personal recount text*.
5. Berpartisipasi aktif selama proses belajar mengajar berlangsung.

V. MATERI PEMBELAJARAN

a. Personal Recount Text



b. Definition and Purposes of Personal Recount

Personal recount is a kind of text that usually retells and experience in which the writer was personally involved. It presents the events chronologically (based on the order in which they happened).

The purposes of personal recounts are:

- (1) **to inform**, and
- (2) mainly **to entertain the audience** (listeners or readers).

c. Schematic Structures of the text

The text consists of three parts, those are :

(a) Orientation / Setting

It provides the background information. It answers the questions: Who, When, Where, Why, What experience?.

(b) List of Events

It presents events and tells the events chronologically. In this part, the writer usually uses the conjunctions to connect the events.

(c) Reorientation

It presents the concluding comments. It expresses the author's personal opinion regarding the events described.

d. Linguistic Features of the Text

1. A personal recount uses past tenses
2. A personal recount uses connectors (such as First, next, then) to put the events in order.
3. There are many verbs or action verbs used.
4. Personal recount use mainly first person pronoun (I and We).

e. Mind-Mapping

Mind-Mapping adalah suatu teknik grafis yang memungkinkan seseorang untuk mengeksplorasi seluruh kemampuan otaknya untuk keperluan berpikir dan belajar. *Mind-mapping* dapat membantu seseorang untuk membuat kerangka sebelum menulis cerita.

Mind-mapping technique membutuhkan:

1. Kertas putih polos berukuran minimal A4
2. Spidol atau pensil warna-warni
3. Kreativitas

Cara membuat mind-map:

1. Tuliskan judul di tengah kertas dengan ukuran besar.
2. Buat cabang-cabang tebal di sekeliling judul.
3. Tulis sebuah kata kunci atau gambar ditiap cabang. Gambar atau kata kunci merupakan hal-hal yang berhubungan dengan judul.
4. Sempurnakan *mind-map* dengan gambar dan warna.

VI. METODE PEMBELAJARAN

Three- Phase Technique / Mind-Mapping Technique

VII. LANGKAH- LANGKAH KEGIATAN

First Meeting (14th of February 2011)

a. Kegiatan Pendahuluan.

- *Greeting* (memberi salam dan tegur sapa)
- Tanya jawab mengenai berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Guru menanyakan pada siswa apakah siswa pernah menuliskan atau membaca cerita tentang pengalaman pribadi.

b. Kegiatan Inti.

- Guru menyampaikan bahwa materi hari ini adalah *personal recount*.
- Guru menanyakan apakah siswa mengetahui apa yang dimaksud dengan *personal recount*.
- Guru menuliskan, tujuan, bagian-bagian dan ciri kebahasaan dari teks *personal recount* di papan tulis dan menjelaskan materi tersebut dan memberi kesempatan bertanya pada siswa.
- Guru memberikan kesempatan bagi siswa untuk mencatat materi pelajaran.
- Guru menempelkan karton yang berisi contoh teks *personal recount* di papan tulis.
- Guru membaca nyaring teks dan siswa menirukan.
- Guru memberi kesempatan bertanya bagi siswa apabila terdapat kosakata sulit.
- Guru dan siswa membahas bagian-bagian teks dan menganalisa *linguistic features* yang ada di dalam teks.
- Guru bertanya apakah siswa pernah mendengar atau menggunakan teknik *mind-mapping* dan menunjukkan contoh *mind-map*.
- Guru menjelaskan tentang teknik *mind-mapping* dan mendemonstrasikan cara membuat *mind-map*. *Mind-map* yang

dibuat adalah mind-map bertema *my summer holiday* (sesuai dengan contoh teks).

- Guru membagikan kertas putih A4 dan meminta siswa untuk membuat mind-map dengan tema *My Holiday*.
- Guru meminta siswa untuk mengumpulkan *mind-maps* yang telah mereka buat.

c. Kegiatan Penutup.

- Menanyakan kesulitan siswa selama KBM
- Menyimpulkan kembali materi *personal recount*.
- Mengingatkan siswa untuk membawa kamus untuk pertemuan selanjutnya.
- Mengucapkan salam penutup.

Second Meeting (16th of February 2011)

a. Kegiatan Pendahuluan.

- *Greeting* (memberi salam dan tegur sapa)
- Tanya jawab mengenai berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Guru mengingatkan kembali tentang materi dipertemuan sebelumnya.

b. Kegiatan Inti.

- Guru menunjukkan kepada siswa bagaimana membuat kalimat dari kata-kata kunci dan gambar yang telah mereka buat di *mind-map* pada pertemuan sebelumnya.
- Guru mengingatkan pada siswa untuk menggunakan *connectors* seperti *first, next, after that*, untuk menggabungkan kalimat.
- Guru membagikan *mind-map* siswa dan kertas *post-test 1*.
- Siswa diminta untuk membuat karangan berdasarkan *mind-map* yang mereka buat.
- Siswa mengerjakan tugas

- Guru mengingatkan bahwa waktu telah habis dan siswa diminta untuk mengumpulkan karangan mereka.
- Guru meminta beberapa orang siswa untuk membaca hasil karyanya di depan kelas.

c. Kegiatan Penutup.

- Menanyakan kesulitan siswa selama KBM
- Menyimpulkan kembali materi *personal recount*.
- Mengucapkan salam penutup.

VIII. SUMBER BELAJAR

a. Sumber

- a. Buku teks :
English in Focus for grade VIII - DEPDIKNAS
English On Sky For Grade VIII - Yudhistira
- b. Teks personal recount
- c. Kurikulum Bahasa Inggris Grade VIII
- d. Syllabus for Grade VIII

b. Media Pembelajaran

- a. Papan tulis
- b. Spidol warna-warni
- c. Kertas HVS ukuran A4
- d. Karton yang berisi cerita

IX. PENILAIAN.

- a. Teknik : Tertulis
- b. Bentuk : Essay
- c. Instrument :

“Make a personal recount text with the theme ‘My Holiday’ based on the mind-map you have made.”

X. PEDOMAN PENILAIAN :

- a. Nilai Maksimal = 100
- b. Rubrik Penilaian = James Dean Brown's Analytic Scale

Observer

Cireundeu 14 Februari 2011

Guru Mata Pelajaran

Rizki Lutfiah
NIM: 106014000424

Tri Endang Lestari, S.E
NIP. 19671007 200801 2 006



**RENCANA PELAKSANAAN PEMBELAJARAN WRITING
(Cycle2 of CAR)**

A. IDENTITAS

Satuan Pendidikan	: SMPN 2 Kota Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Aspek/Skill	: Writing
Alokasi Waktu	: 2 X 40 Menit
Jenis Teks	: <i>Procedural Recount Text</i>
Tema	: <i>Recipe</i>
Tahun Pelajaran	: 2010 / 2011

II. STANDAR KOMPETENSI

Menulis

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

III. KOMPETENSI DASAR

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

IV. INDIKATOR

Siswa mampu :

1. Mengidentifikasi langkah retorika (*schematic structures*) dalam *procedural recount text*.
2. Membuat mind-maps bertema *favourite recipe*.
3. Menulis *procedural recount text* dengan baik.
4. Menggunakan tata bahasa yang baik dan benar dalam menulis *procedural recount text*.
5. Berpartisipasi aktif selama proses belajar mengajar berlangsung.

V. MATERI PEMBELAJARAN

a. Procedural Recount Text

Making Spaghetti

Last night, my mother and I spent time together in the kitchen. She taught me how to cook spaghetti. She prepared a box of spaghetti, water and a jar of spaghetti sauce.

First, she boiled some water in a pot. Then, she put the spaghetti into boiling water. After fifteen minutes, she turned off the stove and threw away the water. Finally, she put the spaghetti on a plate and added spaghetti sauce on it.

A plate of delicious spaghetti was ready to serve.

b. Definition and Purposes of Procedural Recount

A procedural recount records events such as a science experiment or a cooking experience. It presents the events chronologically. The purpose of procedural recount is to inform the readers about the way to do something.

c. Schematic Structures of the text

The schematic structures of procedural recounts are same with the other kinds of recount text. The text consists of three parts:

(a) Orientation / Setting

It provides the background information. It answers the questions: Who, When, Where, Why, What experience?.

(b) List of Events

It presents events and tells the events chronologically. In this part, the writer usually uses the conjunctions to connect the events.

(c) Reorientation

It describes the outcome of the activity. It can also express the author's personal opinion regarding the events described

d. Linguistic Features of the text

1. A personal recount uses past tenses
2. A personal recount uses connectors (such as First, next, then) to put the events in order.
3. There are many verbs or action verbs used.
4. Personal recount use mainly first person pronoun (I and We).
5. The ending describes the outcome of the activity.

e. Mind-Mapping

Mind-Mapping adalah suatu teknik grafis yang memungkinkan seseorang untuk mengeksplorasi seluruh kemampuan otaknya untuk keperluan berpikir dan belajar. *Mind-mapping* dapat membantu seseorang untuk membuat draft sebelum menulis cerita.

Mind-mapping technique membutuhkan:

1. Kertas putih polos berukuran minimal A4
2. Spidol atau pensil warna-warni
3. Kreativitas

Cara membuat *mind-map*:

1. Tuliskan judul di tengah kertas dengan ukuran besar.
2. Buat cabang-cabang tebal di sekeliling judul.
3. Tulis sebuah kata kunci atau gambar di tiap cabang. Gambar atau kata kunci merupakan hal-hal yang berhubungan dengan judul.
4. Sempurnakan *mind-map* dengan gambar dan warna.

VI. METODE PEMBELAJARAN

Three- Phase Technique / Mind-Mapping Technique

VII. LANGKAH- LANGKAH KEGIATAN

First Meeting (21st of February 2011)

a. Kegiatan Pendahuluan.

- *Greeting* (memberi salam dan tegur sapa)
- Tanya jawab mengenai berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Guru menyampaikan hasil post test 1 kepada siswa dan memberi motivasi agar belajar lebih giat.
- Guru menyampaikan bahwa materi hari ini adalah *procedural recount*.

b. Kegiatan Inti.

- Guru menanyakan apakah siswa mengetahui apa yang dimaksud dengan *procedural recount*.
- Guru menuliskan, tujuan, bagian-bagian dan ciri kebahasaan dari teks *procedural recount* di papan tulis dan menjelaskan materi tersebut dan memberi kesempatan bertanya pada siswa.
- Guru memberikan kesempatan bagi siswa untuk mencatat materi pelajaran.
- Guru membagikan *hand-out* contoh teks *procedural recount*.
- Guru membaca nyaring teks dan siswa menirukan.
- Guru memberi kesempatan bertanya bagi siswa apabila terdapat kosakata sulit.
- Guru dan siswa membahas bagian-bagian teks dan menganalisa *linguistic features* yang ada di dalam teks.
- Guru menunjukkan mind-map yang berjudul *making spaghetti* (sama dengan contoh teks)
- Guru membagikan kertas putih A4 dan meminta siswa untuk mempersiapkan spidol warna mereka.

- Guru mendemonstrasikan langkah membuat *mind-maps* dengan tema *my favourite recipe* dan siswa membuat *mind-maps* dengan mengikuti langkah-langkah yang ditunjukkan oleh guru.
- Guru memberikan kesempatan bagi siswa untuk menyempurnakan *mind-maps* mereka dengan menambahkan warna dan gambar yang terkait dengan tema.
- Guru meminta siswa untuk mengumpulkan *mind-maps* mereka.

c. Kegiatan Penutup.

- Menanyakan kesulitan siswa selama KBM
- Menyimpulkan kembali materi *procedural recount*.
- Mengingatkan siswa untuk membawa kamus untuk pertemuan selanjutnya.
- Mengucapkan salam penutup.

Second Meeting (23rd of February 2011)

a. Kegiatan Pendahuluan.

- *Greeting* (memberi salam dan tegur sapa)
- Tanya jawab mengenai berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Guru mengingatkan kembali tentang materi dipertemuan sebelumnya.

b. Kegiatan Inti.

- Guru menunjukkan kepada siswa bagaimana membuat kalimat dari kata-kata kunci dan gambar yang telah mereka buat di *mind-maps* pada pertemuan sebelumnya.
- Guru mengingatkan pada siswa untuk menggunakan *connectors* seperti *first, next, after that*, untuk menggabungkan kalimat.
- Guru membagikan *mind-maps* siswa dan kertas *post-test 2*.

- Siswa diminta untuk membuat karangan berdasarkan *mind-maps* yang mereka buat.
- Siswa mengerjakan tugas dan guru berkeliling untuk memantau pekerjaan siswa dan membantu siswa apabila mendapat kesulitan.
- Guru mengingatkan bahwa waktu telah habis dan siswa diminta untuk mengumpulkan karangan mereka.
- Guru meminta beberapa orang siswa untuk membaca hasil karyanya di depan kelas.

c. Kegiatan Penutup.

- Menanyakan kesulitan siswa selama KBM
- Menyimpulkan kembali materi *procedural recount*.
- Mengucapkan salam penutup.

VIII. SUMBER BELAJAR

a. Sumber

1. Buku teks :
 - a. English in Focus for grade VIII - DEPDIKNAS
 - b. English On Sky For Grade VIII - Yudhistira
2. Teks procedural recount
3. Kurikulum Bahasa Inggris Grade VIII
4. Syllabus for Grade VIII

b. Media Pembelajaran

1. Papan tulis
2. Spidol warna-warni
3. Kertas HVS ukuran A4

IX. PENILAIAN.

- a. Teknik : Tertulis
- b. Bentuk : Essay

c. Instrument :

“Make a procedural recount text with the theme ‘My Favourite Recipe’ based on the mind-map you have made.”

X. PEDOMAN PENILAIAN :

- a. Nilai Maksimal = 100
- b. Rubrik Penilaian = James Dean Brown’s Analytic Scale

Observer

Rizki Lutfiah

NIM: 106014000424

Cireundeu 21 Februari 2011

Guru Mata Pelajaran

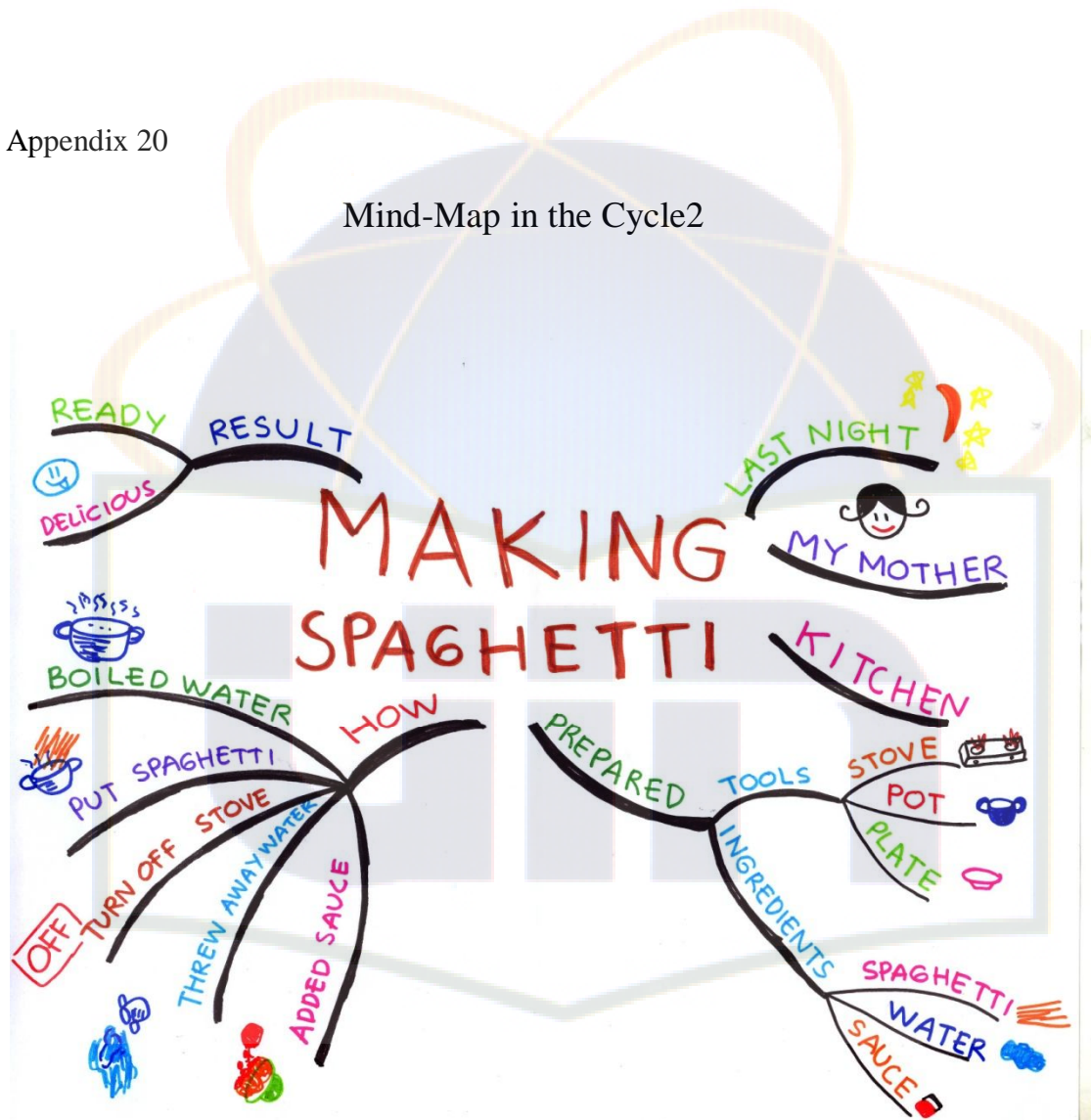
Tri Endang Lestari, S.E

NIP. 19671007 200801 2 006

Mind-Map in the Cycle 1



Mind-Map in the Cycle2



Appendix 21

Table 3. 2
Analytic Scale for Rating Composition Tasks⁸⁰

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable	5 – 1 Not College-level work
Organization: Introduction, Body & Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.	Adequate title, introduction, & conclusion; body of essay is acceptable but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical Development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addressed the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency	Advance	Ideas getting	Numerous serious	Severe grammar

⁸⁰ James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*, (New York: McGraw-Hill, 2005), p.56.

	in English grammar; correct use relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	through to the reader, but grammar problems are apparent and have negative effect on communication; run-on sentences or fragments presents	problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed	problems interfere greatly with the message; reader can't understand what the writer is trying to say; unintelligible sentence structure
Punctuation, Spelling, & Mechanics	Correct use of English writing conventions; left & right margins, all needed capitals, paragraph intended, punctuation & spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with the ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence-final punctuation; unacceptable to educate reader	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems,
Style & Quality of Expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety