THE USE OF MIND-MAPPING TECHNIQUE IN IMPROVING STUDENTS’ WRITING RECOUNT TEXT

(A Classroom Action Research of Tenth Grade of SMA Negeri 11 Kota Tangerang Selatan year 2016/2017)

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THE USE OF MIND-MAPPING TECHNIQUE IN IMPROVING STUDENTS’ WRITING RECOUNT TEXT

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ENDORSEMENT SHEET

The Examination Committee of Faculty of Educational Sciences certifies that the Skripsi (scientific paper) entitled: The Use of Mind-Mapping Technique in Improving Students’ Writing Recount Text (A Classroom Action Research of Tenth Grade of SMA Negeri 11 Kota Tangerang Selatan year 2016/2017), written by Kumala Dewi, student’s registration number: 1111014000057, was examined at examination session by the committee on October 24th, 2017. The “Skripsi” has been accepted and declared to have fulfilled one of requirements for the degree of “S.Pd.” (S-1) in English Education.

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ABSTRACT


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KEY WORDS: mind-map, writing, recount text

The objective of this research is to know how the process of the implementation of mind-mapping technique in students’ writing recount text activity was. This research was conducted at X-2 class of SMA Negeri 11 Kota Tangerang Selatan academic year 2016/2017 in which consisted of 37 students as respondents.

The writer worked collaboratively with the English teacher, Mrs. Dalilah Siskayanti, S.Pd. in this study. The CAR was based on Kemis and McTaggart’s design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through: observation, teacher’s interview, tests and questionnaire.

The result of this study is divided into three aspects, such as: observation, tests, and interview and questionnaire. From the observation, it showed that there were some positive improvements from the class situation where the students were more active, enthusiastic and motivated in the class. The students’ problem in grammar, vocabulary and developing idea, reduced during the CAR was implemented. In addition, the students’ tests score increased from pre-test until the second post-test. The improvements showed from the number of students who passed the KKM (75). There were three students or 11% out of 37 who passed the KKM in pre-test and increased in the post-test I become 19 students. Then in the last post-test, it increased become 30 or 81%. The teacher also gave positive responses to the application of mind-mapping technique in students’ writing recount text in the class which gave positive improvement for her students. Moreover, the positive response also came from the students where almost of them felt to be helped by the mind-mapping technique when they were starting to make their own text. They felt enjoy and it was interesting to do. It was proved by the questionnaire distributed to the students which the result showed positive responses.
ABSTRAK


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KATA KUNCI: mind-map, menulis, menulis teks recount


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CHAPTER I
INTRODUCTION

A. Background of the Study

In this globalization era, people are expected to be able to adapt with the improvement of many things, furthermore on communication area. The language used by everyone as a tool of communication also becomes very important to be mastered. English is a language that is received by the world community as one of the international languages and is the most commonly used in the world. The importance of English has become increase in the world today. By using English, people can learn about technology, science, philosophy, and so on, which they also grow from other countries.

The importance of English is realized by community in every country, without exception, Indonesia. Based on Indonesia educational curriculum, English has been learned by every level school, from elementary to university level. It has become one of main subject in junior and senior high school and is tested in national examination. There are four basic skills of English which should be learned by students, namely: speaking, writing, reading and listening. Speaking and writing are regarded as productive skills while reading and listening are considered to be receptive skills. From those skills that should be mastered by the students, writing seems to be the most difficult one because composing is hard work, even when students are doing it in their own language. As Gebhard states that writing involves more than making appropriate word choice, or using appropriate grammar, syntax and mechanics, but the writers should produce appropriate coherent writing, so it is more than just making our thought and ideas visible and

In the case of the former, Harmer added that writing is used to help students to practice and learn from what they want to remember. So that writing should be included in the classroom as a learning activity.

Based on the school curriculum, writing is one of the skills that should be mastered by the students. In the writing skill, the Standard Competency of Kurikulum Tingkat Satuan Pendidikan (KTSP) mentions that the students should have skill in composing text in English. By far, the most important reason to teach writing in the school is because writing is a basic skill as important as reading, listening, and speaking. So that writing should be taught in the school concurrently with other language skills. As Weigle states that “The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign- language education”. Thus, the students should learn how to write based on the good criteria and practice it in the classroom. In order to reach the good criteria of writing, the students also need to learn some sub-skills in writing, such as: grammar, vocabulary, spelling, and so on.

One of competency which consists in syllabus in senior high school curriculum of KTSP is the students are expected to create their own text. There are various types of text which should be learned by the students; one of the types of text is recount. Recount text is learned by students of tenth grade of senior high school, both theoretically and practically.

Based on the observation which was held on February 24th, 2016, the teacher explained that the minimum of scoring criteria (KKM) is 75 and the writer found the problems of writing in the classroom were the students were still confused how to start doing their narrative writing. They still needed to be guided to find out ideas by asking the teacher and their friends. Furthermore, they did not know how to develop and organize their idea and write it into a good writing.

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Therefore, the teacher does not only explain the material and give instruction to write, but also needs to give suggestion like technique for the students to do their writing to be easier. An interview was also held to the teacher where she explained that the students’ vocabulary mastery and grammar were still low based on their writing result.

Mind mapping is a technique which is developed by Tony Buzan. It can be used as a technique in teaching writing in the classroom. According to Buzan, mind map works like the brain which it imitate how the ideas are re-turned up when the most recent information is passed between brain cells, so that creating a mind map makes it easier and faster to build new connection and recall information. Also, mind map allows students to be more creative, plan better, save time, communicate well. So that, mind mapping technique might be appropriate to be used in writing process as a prewriting step, especially in writing recount text which the students need to recall information about their past experience.

Based on the explanation above, the writer wants to do the classroom action research to investigate the process of teaching writing in the classroom using mind map as a technique of prewriting activity at the tenth grade of SMA N 11 Kota Tangerang Selatan.

B. Identification of the Problem

Based on the background of the study above, the writer identifies some problems, such as:
1. The students are lack of knowing how to start composing their own writing
2. The students have low knowledge about how to develop and organize their ideas
3. The teacher need to use appropriate technique to teach writing
4. The students’ knowledge about tenses and vocabulary mastery was still low.

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C. Limitation of the Problem

The problem of the study will be limited as it is focused on the implementation of mind mapping technique in teaching writing, especially writing recount text. Though this study is conducted in senior high school, the main focused is in the tenth grade students.

D. Formulation of Research Problem

Based on the background above, the writer formulates the research questions: How is the process of teaching writing recount using mind mapping to the tenth grade of SMA Negeri 11 Kota Tangerang Selatan in the academic year of 2016/2017?

E. Objective of the Study

The Objective of this research is to know and describe the implementation of mind-mapping technique in students’ writing recount text activity for tenth grade students of SMA Negeri 11 Kota Tangerang Selatan in the academic year of 2016/2017. By conducting a classroom action research, the writer would apply mind-mapping technique for several cycles and see how the use of the technique makes any difference in students’ writing skills.

F. Significance of the Study

The result of this study is expected to be useful for the writer herself; hence it can be the best experience in enriching her knowledge about the techniques and strategy in teaching writing text. This study is also expected to be a reflection for teacher, especially language teachers, to look for techniques can be used by them in teaching learning process in the classroom. Also for the students, who are expected to be motivated to write what are in their mind and improve their writing skill whether they use mind map or other techniques.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents and discusses the theory which is connected to the study: the general concept of writing, recount text, mind map, and the previous study that related to this research.

A. General Concept of Writing

Writing becomes one of basic skills in learning a language, especially in English. Well-written text is used to express writer’s mind in written to make the reader understand what the writer wants to convey and achieves his or her purpose for writing it. Writing is learned and should be mastered by the students at all level in the school, from elementary to university level. In the elementary, the students learned how to write the alphabet, write many words based on the right spelling, and make a sentence. At the higher level, the students learn how to produce a paragraph or more and make it to be an essay.

1. The Definition of Writing

The definition of writing can be defined variously. According to Flynn, “writing is an example of human information processing in action and demands on the cognitive system.” Writing is not only putting words into a written form but it demands conscious intellectual effort, which usually has to be sustained over considerable period of time.

Another definition comes from Raimes. She defines writing as a way to communicate with interlocutors which cannot be done face to face. Meanwhile, according to Rosen in Hedge, writing is about proposing ideas or opinion but without spoken ways where the writer cannot show what a speaker able to express, such as gesture, body movement, facial expression, pitches and tone, of

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2 Naomy Flyn, Rhona Stainthorp, The Learning and Teaching of Reading and Writing, (West Sussex: Whurr Publisher, 2006), p. 54.
voice, stress and hesitation. Thus, the writer should be able to write the good and clear writing to make the reader understands what the writer wants to convey.

Writing is considered as the most difficult skill for second language, moreover for foreign language learners to master. The difficulty felt not only in generating and organizing the ideas, but also in translating these ideas into readable text. It is not simply a skill to transfer a spoken language into a text, but writing also requires particular aspects to convey a message into piece of paper clearly. Therefore, the teacher must have strategy to teach writing to the students or learners in the class.

2. The Purpose of Writing

The purpose of writing refers to a writer’s reason for writing, which can be stated or implied. According to Betty, there are two kinds of purpose for writing, such as: the general purpose, such as: to inform, to persuade, to express, or to entertain; and the specific purpose, which may be implied or stated by the writer in their writing.

There are four common purpose of writing based on the genre of the text that we know as the general purpose. Those are: writing to inform, writing to explain, writing to persuade, and writing to entertain or to amuse the reader.

a. to inform
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.

b. to explain
The purpose of this is to explain the readers how to follow the steps and complete the task. When we explain, we need to analyze and classify information,

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examine causes and consequences, and define concept by distinguishing them from other, similar ones.  

c. to persuade

If the writers’ purpose in writing is to persuade, they want to influence the reader’s minds or actions. Writing to persuade is to inform the readers about a topic, express the writer’s opinion on the topic, and persuade the readers to accept the writer’s position or at least take it seriously.  

d. to entertain

The primary purpose of text that is written to entertain is to amuse readers. This does not mean that the text must be happy; the text could be a tragedy, but the main reason for writing the text is to amuse readers. In this purpose of writing, the writer tries to amuse and make the readers enjoy the writing. The examples of texts that are written to entertain are: stories, poems, dramas, and songs.

The specific purpose is usually found in expository writing which the writer writes the purpose directly and clearly on her writing to make the readers immediately understand the clarity purpose of the writing. For example: when Bernstein explained the specific purpose that he stated directly on his writing in a newspaper. In the first sentence he stated his specific purpose: to inform readers of the guiding editorial philosophy of the newspaper. Then, in the second sentence gives a valuable tip for assessing the audience.

3. The Characteristics of Good Writing

Writing can be difficult even in students’ own language, but it can be easy if the students are able to practice as much as possible because writing involves skills that the students can learn, practice, and master. As much as the students

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9 George and May, *op.cit.* p. 173.
practice, they will have the ability to write in good characteristics. According to Peha, Good writing has:

a. Ideas which are interesting and important. Ideas are the heart of the students’ piece — what they are writing about and the information they choose to write about it. For a piece of writing to be considered well-crafted, it has to contain clearly identifiable ideas and theme.

b. Organization that is logical and effective. Organization refers to the order of the students’ ideas and the way they move from one idea to the next.

c. Voice that is individual and appropriate. Voice is how the students’ writing feels to someone when she or he reads it. Whether it is formal or casual, friendly and inviting or reserved and standoffish. Voice is the expression of the student’s individual personality through words.

d. Word Choice that is specific and memorable. Good writing uses just the right words to say just the right things. It is the students’ unique way of stringing words, together formulating ideas and relating scene or images to the reader.

e. Sentence Fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression. Transition in writing will help make the ride smoother.

f. Conventions which are correct and communicative. Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

Moreover, Donovan adds two characteristics of good writing that a writer should know, such as: Credibility or believability and Thought-provoking or emotionally inspiring. Credibility means that the writing must be credible even it is a fiction or non-fiction. For example, in fiction, the story must be believable even it is impossible, and in non-fiction, accurate research can help or may break the writer to write. Thought-provoking means that the writer must think about the

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readers’ respond to what he wrote. Probably the most important quality of good writing is how the readers respond to it. How the readers react to his work will fully determine his success as a writer.

4. The Process of Writing

In order to produce a piece of writing, a writer certainly does several activities as a process of writing. As Tyner stated that writing itself, is a skill that can be developed step by step in which the development is done by practice. The more you practice writing, the easier the words should come.15

According to Ede, Successful writers know that to be a skillful writer, they need to have time. They realize that in order to finalize their writing, they should practice continuously wherever and whenever they get the opportunity. They think that mistakes or lacks and the strength will be a process of learning and practicing. Finally, they improve the strategies to improve their writing design and the complexity to make better quality of the next writing.16 Hedge states that the process of writing consist of a number of stages which can be represented in the following figure:

![Figure 2.1: Process of Writing Adapted From Hedge](image)

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17 Tricia Hedge, *op.cit.*, p. 20.
Meanwhile, Seow states that there are four basic writing stages as the process of writing as a classroom activity:

Figure 2.2: Process of Writing Adapted From Seow

a. Planning (pre-writing)

Planning means that a writer should prepare all what he or she needs before start to write. Planning is the activity in the classroom which stimulates thoughts for getting started. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. For the example: brainstorming, clustering, rapid free writing, and doing WH question. According to Tyner, the purpose of prewriting activity is to generate ideas to work with and to consider some form of organization for the students’ paper.19

b. Drafting (writing)

At the drafting stage, the writer focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Tyner recommends as the writer writes the first draft, the main concern is to get thoughts on paper in the order of final list from prewriting. Do not be concerned about an occasional error or awkward sentence, and try to write without a great deal of hesitation.20

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19 Tyner, op.cit., p. 8.
20 Tyner, op.cit., p.13.
c. Revising (re-drafting)

Revision is the process of rewriting the first draft to improve on strengths and remove the weaknesses. In the revising stage, the students review their text on the basis of feedback given. They recheck their draft to see their purpose of writing and its meaning is understood and can be accepted clearly by the readers. It is done to improve global content and the organization of ideas so that the writer’s intent is made clearer to the reader. Crosby and Carter opine the activities in the revising stage are: cutting, adding, rearranging parts to make draft conform more closely to the original plan – or to some new plan that has emerged in the process.  

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d. Editing

Students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material, such as: quotation, example, and so on.  

22 Editing is very important part because it is the final step before the writing is published.

B. Recount Text

1. The definition of recount text

Recount text is learned by the students in junior and senior high school in Indonesian educational system. They may be asked to write their own recount text, but they need to know the concept of recount text first. Anderson defines “the recount text as a piece of text that retells past events, which is usually in order in which they happened”.  

23 Recount is a type of narrating genre, but it is not complicated as narrative text should be, which there is no complication part between the character and the events, it just tells the events chronologically.

The purpose of this type of text is to amuse or entertain the reader or listener by dealing with a sequence of events. The special feature of this type of
text is its sequence of events in the past that should be written chronologically. Recount text includes eyewitness account, newspaper report, letter, conversation, television interview, and speech.\textsuperscript{24} Since this text is retelling past events, so it requires past tense-used. The more attention in conducting this text is in verb-form, in this case in participle verb. In conclusion, recount text is a piece of writing that retells past events about experience, event and real activities in order to entertain the readers.

Recounts appear in a variety of text forms dealing with events and recounting experiences. There are the most common text types we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Recounts can be a personal recount, factual recount, imaginative recount and literary recount.\textsuperscript{25} They are explained in the following.

a. **Personal recount**— retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter. The following is the example of personal recount.

b. **Factual recount**— retells events which have already happened in time order. It reports the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

c. **Imaginative recount**— applying factual knowledge to an imaginary role in order to interpret and recount events. It usually tells about fantasy or adventure story. It is usually made for the purpose of educating, such as students’ textbooks. For example: A Day in the Life of a Roman Slave, How I Discovered Radium.

d. **Procedural recount**— recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings. The difference between this type of recount with procedure text is that procedural recount uses simple past tense, which means that the event or the steps are

\textsuperscript{24} Ibid, p. 49.

already implemented. For example: documentaries and retelling a science experiment and its results.

e. **Literary recount**—retells a series of events for the purpose of entertaining or amusing. It tells facts and feelings about the events and sometimes uses dialogue between characters. For example: events from novel, plays, films and personal experiences to entertain others.26

2. **The General Structure of the Text**

The generic structures of recount text are:

a. **Orientation**

The orientation part was consists of the background information of the story. It tells who was involved, what happened, where the events took place, when it happened, and sometimes what the reason was for the event. For example an orientation for a recount of a camp in Mount Pangrango should include reasons for the camp and an explanation of the climatic condition.

b. **Sequence of Events**

In the Events part, it tells about what happened and in what sequence. It gives more information and specific details of what, who, where, and when the events occurred. Events can be a sequence of activities included in the story. It can be told by using connectives conjunction, such as: before, after, next, then, first, etc.,

c. **Reorientation**

This part consists of optional-closure of events or ending. It usually rounds off the series of events or summaries the result. It generally refers to some of the information in the orientation paragraph and sometimes the writer adds personal comment or opinion on the last sentences.27

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Table 2.1

The Example of Generic Structure of Recount Text Adapted from Goins\(^28\)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Painful but Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running has been part of my life since I took my first cautious steps about two decades ago, after having three sons in less than five years. Running not only became my exercise, it also brought balance to my body, mind and spirit. One day, I woke up in a hospital bed to discover that 12 days prior I had almost died and nearly lost my leg in an accident. My doctors were not sure if I would ever walk again.</td>
<td></td>
</tr>
</tbody>
</table>

| Events | I replace my memories of tough runs during my recovery, especially when doing thousands of toe curls, knee bands and leg lifts in physical therapy. I didn’t remember my first steps at the age of two, but I would never forget my first steps at the age of thirty-eight. My doctors and therapists cheered me up, but told me that running was a thing of my past. I tried to accept that. I walked regularly. I did stretches. I walked some more. Each step I took gave me strength and energy to take more steps the next time. |

| Re-orientation | Four years post-accident, I had a new doctor who didn’t think I was crazy to consider running again, instead, he encouraged me. I tried it cautiously. It was painful, but possible. It was exhausting, but exhilarating. Step by step, my body grew stronger until I was a runner again. |

3. Language Features in Recount Text

There are language features which are usually arisen in recount text according to Anderson, such as:

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 the past tense to retell the events

d. Words that show the order of events (for example: first, then, after that. Etc.)

Furthermore, Barwick added some language features that consist in recount text writing, such as:

a. Consist of significant events and irrelevant detail are excluded

b. Usually use direct or reported speech (for example: ‘We should go to Semarang tomorrow,’ said Mrs. Mahayani)

c. Using Evaluative language in factual and personal recounts (For example: Mr. Daniel was a smart chef that his entire menu was the best food I’ve ever eaten. He’s also a good looking and kind person)

d. Sentences should be structured with the focus on the important information at the beginning (For example: the last trip he ever made was…….)

e. The passive voice is used at times to allow the writer to leave out the person doing the action.

4. Teaching Recount Text Material

Teaching recount text in senior high school is very important because it is mentioned in the syllabus that students are expected to write their own recount text in which they must know the concepts and characteristics of recount then they can produce their own text minimum about their past experience which once the simplest to retell to others.

Some problems are faced when the students learn about recount text material. Many teachers explain and give the example of recount only as a story about someone personal experience. Thus students only know recount text is only limited to one’s personal experience (personal recount), whereas personal experience is only a type of recounts. Recount text can be a procedural recount,

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29 Anderson, op.cit., p. 50.
30 Barwick, op.cit., p. 6.
imaginative recount, factual recount and literary recount. So that students can make their own various recount.

Moreover, a study conducted by Marza and Hafizh showed that there are some problems faced by students in writing recount text, such as: grammar, organization, content, vocabulary and spelling. The use of simple past tense is still to be the most problem faced by the students, which they need to learned about the change of verb, such as: regular and irregular verbs. Thus, the teacher should pay attention to the students’ need in learning grammar.

In teaching writing recount text, the teacher needs to have strategy. She can use some techniques to help students to start doing their writing activity. One of techniques that can be used by the teacher in teaching writing recount text is mind map which will be explained in the following.

C. Mind Map

1. The Definition of Mind Map

Mind map was developed as an effective method for generating ideas by association in the 1970s. According to Buzan, Mind map is a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture. He also says that mind mapping is a primary tool used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. So that, it can be used by the students to help them to plan and organized their thinking before they start writing or get stuck into a project.

Meanwhile, Marton and Booth in Siripanich opine that “Mind map is a tool for enhancing learning and thinking. It provides a structure to memorize the

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details of a story such as the sequence of events, the key points, the cause and effect, the relation of ideas and so on.\textsuperscript{34} Therefore, students can learn about the deep meaning of a story using this mind maps for revising and clarifying thoughts.

Mind maps have special characteristics where it seems like a brain. It has a natural organizational structure that radiates from the center as the main topic and use lines as branches. Sometimes, it is added by symbols, words, colors and images according to a set of simple, basic, natural, mind-friendly concepts that can be reminded easily.\textsuperscript{35} With a mind map, a long list of boring information can be turned into a colorful, organized, memorable diagram like what brain’s natural way of doing things.

Figure 2.3 The Example of Mind Map\textsuperscript{36}

\textsuperscript{34} Panatda Siriphanich, Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students, A Journal of Prince of Songkla University, 2010 p. 4.


2. The Advantages of Mind Map

According to Buzan, mind mapping helps the students in terms of:

a. Plan
b. Show the connection between the part of the separated information
c. Become more creative
d. Save time
e. Solving the problem more effective
f. Be more focus on learning
g. Develop and clarify thoughts
h. Remember be better
i. Learn more quickly and efficiently

Meanwhile, Michalko mentions several advantages of mind-map, such as: it can activates people whole brain, clears mind of mental clutter; allows people to focus on the subject; helps demonstrate connections between isolated pieces of information; gives a clear picture of both the details and the big picture; allows people to group and regroup concepts, encouraging comparisons between them; and requires to concentrate on subject, which helps get the information about it transferred from short-term memory to long-term memory.

As supporting evidence of the advantage of mind mapping technique, a study which had done by Jain showed that his students who used mind map showed better performance than the not using mind mapping group. His study proved that mind mapping could improve the long-term memory for better memory formation. In addition, a study conducted by Farrand, Hussain and Hennessey, Mind Mapping improved the long-term memory of factual information in their participants by 10%.

It can be concluded that mind map can help students to generate their ideas, memorize, and makes them more creative in writing activity. Mind map can

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37 Buzan, op. cit., p. 17.
38 Buzan, loc. Cit.
40 Think Buzan Ltd, op.cit., p. 16.
be used by the teacher as a technique to teach writing in the classroom. Based on the advantages of the mind mapping, it helps students to plan before they start writing. Thus, mind mapping can be used as a prewriting activity.

However, a study conducted by Al Naqbi showed that the use of mind mapping technique has a weakness. From her observation of her students when she conducted a writing exam, the students spent too much of their time on designing their maps rather than focusing on writing their essay. As a result they handed her unfinished pieces of writing at the end of the exam time. It means that mind mapping technique is not appropriate to use in an exam situation because it is time consuming.

3. **Stages to Apply Mind-Mapping Technique**

In order to make the use of mind mapping is done effectively, the students can follow several steps to make Mind Mapping such as:

a. Create a central idea

The students should start to make a shape in the centre first. The central idea is the starting point of mind map and represents the topic will be to explore. The central idea should be in the center of page and should include an image that represents the Mind Map’s topic. This draws attention and triggers associations, as the brain respond better to visual stimuli. Taking the time to personalize the central idea, whether it’s hand drawn or on the computer, will strengthen the connection which have with the content in mind map.

b. Add branches to map

The next step to get creative juices flowing is to add branches. The main branches which flow from the central image are the key themes. The students can explore each theme or main branch in greater depth by adding branches. The beauty of the mind map is that they can continually add new branches and they are not restricted to just a few options. The structure of our Mind Map will come naturally as the students add more ideas and their brain freely draws new associations from the different concepts.

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c. Add Keywords

When adding a branch to mind map, the students will need to include a key idea. An important principle of Mind Mapping is using one word per branch. Keeping to one word sparks off a greater number of associations compared to using multiple words or phrases. The use of keywords triggers connections in our brain and allows us to remember a larger quantity of information.

d. Color code the branches

Mind mapping encourages whole brain thinking as it brings together a wide range of cortical skills from logical and numerical to creative and special. The overlap of such skills makes the students’ brain more synergetic and maintains our brain’s optimal working level. Keeping these cortical skills isolated from one another does not help brain development which the mind map seeks to do. One example of whole brain thinking is color coding the students’ mind maps. Color coding links the visual with the logical and helps their brain to create mental shortcuts. The code allows students to categorize, highlight, analyze information and identify more connections which would not have previously been discovered. Colors also make images more appealing and engaging compared to plain, monochromatic images. ⁴²

D. Previous Related Study

In conducting this research, the writer is guided by some previous studies in order to make it aimed. Some studies that relevant to this research are explained later as follow:

A journal “Improving Students’ Writing Recount Text Achievement through Mind Mapping Technique in Junior High School” by Maria Rosa Marpaung and Johan Sinulinga. The researchers conducted this study to know the improvement of thirty seven students’ writing recount text in SMP Free Methodist I Medan. This study was conducted by applying Classroom Action Research. The result from the diary notes, observation sheet and questionnaire sheet, it was found that the students gave good responds in the teaching and learning process.

Then, the result of quantitative and qualitative data was concluded that the application of mind mapping technique had improved students’ achievement in writing recount text.43

A skripsi “The Use of Mind Mapping Strategy to Improve Students’ Ability In Writing Procedure Text (An Action Research at the Tenth Grade of SMA Negeri 1 Susukan Kabupaten Tangerang)” by Galih Indra. The researcher did the study in 2013 at the tenth grade of SMA Negeri 1 Susukan. The study focused on the use of mind mapping strategy to improve students’ ability in writing procedure text. The results of the students’ writing test increased from the pre-test to all. The average of the students’ writing tests was: pre-test (57.78), writing test of the second cycle (63.214), and the post-test (80.81). It can be said that mind mapping was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a procedure text. The data from questionnaire indicated that application of mind mapping method in teaching learning written procedure text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be a real procedure text.44

A skripsi “Improving Students’ Ability in Writing Recount Text by Using Mind Mapping Technique at grade 8 of SMP Negeri 2 Kota Tangerang Selatan” by Rizki Lutfiah. The finding of this research showed that there was an improvement on the students’ ability in writing recount text from pre-test to post-test in cycle 1 and 2. There were three students (7.5%) who passed the minimum mastery criterion – Kriteria Ketuntasan Minimal (KKM) in the pre-test. Meanwhile, it showed an improvement at the number of students, who passed the KKM in post-test cycle 1, there were 13 students (32.5%) and it gained which was in the post-test cycle 2 there were 29 students (72.5%) who passed the KKM.

43 Maria Rosa Marpaung & Johan Sinulinga, “Improving Students’ Writing Recount Text Achievement through Mind Mapping Technique In Junior High School”, A Journal of UNIMED University, 2013.
44 Galih Indra “The Use of Mind Mapping Strategy to Improve Students’ Ability in Writing Procedure Text (An Action Research at the Tenth Grade of SMA Negeri 1 Susukan Kabupaten Tangerang)” A Skripsi of Semarang State University, 2013.
In other hand, the result of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of mind-mapping technique. It can be concluded that mind map can improve students’ ability in writing recount text.\textsuperscript{45}

\textsuperscript{45} Rizki Lutfiah, “Improving Students’ Ability in Writing Recount Text by Using Mind Mapping Technique at grade 8 of SMP Negeri 2 Kota Tangerang Selatan”, A Skripsi of Syarif Hidayatullah State Islamic University Jakarta, 2011.
CHAPTER III

METHODOLOGY

In this chapter, the writer explains place and time of the study, procedure of the study, the writer’s role, the subject of the study, research method and procedure, research instrument, the data collection technique, data validity, data analysis, and criteria of the action success.

A. Place and Time of the Study

This study was held in SMA Negeri 11 Kota Tangerang Selatan which is located in Jl. Sumatra I, Gg. Alpukat RT. 002/06 Rawa Lele Jombang, Ciputat - Tangerang Selatan. This study was carried out from September until October 2016. The schedule of the research was like:

Table 3.1
The Schedule of the Study

<table>
<thead>
<tr>
<th>Activities</th>
<th>Month and Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pre-Interview</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-Observation</td>
<td>✓</td>
</tr>
<tr>
<td>Proposal</td>
<td>✓</td>
</tr>
<tr>
<td>Instrument</td>
<td>✓</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>✓</td>
</tr>
<tr>
<td>Cycle 2</td>
<td></td>
</tr>
<tr>
<td>Post-Interview</td>
<td></td>
</tr>
</tbody>
</table>
B. Method of Research and Design

This study was conducted both quantitatively and qualitatively through classroom action research design. Action research is an approach to research which aims at both taking action and creating knowledge or theory about that action. According to Hensen and Mc Taggart in Johnson, the action research can be defined as the process of identifying the problems in educational institution, especially for school and specifically in the classroom and trying to solve it to make better quality of actions and instructions.\(^1\) It means that there would be a process of observation to know the problems, make a plan, and do some actions to solve the problems in order to improve the quality of actions before.

In addition, Lomax states that “action research is usually seen as a cyclical activity where the teacher makes a plan, carry it through, monitor what goes on, reflect on events critically (using the monitoring data) and move forward.”\(^2\) Almost educators named the activities are: plan, action, observation and reflection phase. Based on both experts’ explanations, action research is appropriate to be used in this research where the writer is eager to solve the problem of students’ writing. In this research, the writer used mind mapping technique to solve the problem of students’ writing skill in recount text.

![Kemis and McTaggart’s Action Research Design](image)

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The explanation of every step of action research, such as:

1. **Plan**
   
   Planning is essentially an activity of arrange the project which contains the explanation about what, why, when, where, who, and how the research would be conducted. It follows the activities from the analysis of the context and purpose of the project, the framing of the issue and the diagnosis, and is consistent with them. This phase focuses on a first step or a series of first steps.

2. **Action**
   
   In the action phase, the writer implements what she have planned in the planning step to see if it makes difference. The writer gives some treatments or explanations about the topic and the students do some activities in the classroom which is related to the topic. Meanwhile, the collaborator completes the observation sheet.

3. **Observation**
   
   The observation phase is done at the same time with acting phase. It needs a collaborator who observes and writes the situation during the classroom action research process. The collaborator completes the observation sheet and field notes, the data from this phase which is a quantitative: the result of the test, the attendance, and etc., and qualitative data which describes the activeness of the students, the enthusiasm and the difficulties doing the writing activities.

4. **Reflection**
   
   Reflection is the steps which the writer and the teacher (observer) watch, review, and analyze deeply and overall about action that have been implemented based on the collected data in observation phase.

C. **The Subject of the Study**

   The subject of the study was the tenth grade of SMA Negeri 11 Tangerang Selatan in academic year 2016/2017. They have English class once a week in this semester. Based on the discussion with the teacher, the writer chose X MIA 2 which would be the subject of the study based on the teacher’s assumption about the condition of the class. According to the teacher, X MIA 2 had mean score of English test which was still low.
D. The Writer’s Role

In this research, the writer’s role is not only as the actor while the action but also as the lesson planner, and the test maker before CAR (pre-test) and after CAR (post-test) in each cycle. The writer also collected and analyzed the data and then reported the result of the study. The writer was helped by the teacher to fill the observation sheet and take notes when the action was held. It means that the teacher’s role is as an observer and the writer’s collaborator in this study.

E. Procedure of the Study

This study was conducted two cycles and every cycle was held four activities, such as: plan, action, observation, and reflection. The procedure was explained as following:

1. Planning phase

In this phase, the writer interviewed the teacher about teaching writing in the classroom. Next, the writer tried to observe the teaching and learning process in order to know the real situation in the classroom is. After that, the writer prepared the pretest, she distributed the pretest sheet to the students, which they were asked to write about their experience. Then, the writer made lesson planning, structured observation sheet, field notes, writing instruction sheet, and scoring form for pre-test and post-test, and teaching aids (color pen and board marker). The writer discussed with the teacher about the material of recount text that might be less and asked for suggestions to the teacher about lesson planning.

2. Acting phase

The writer discussed with the teacher about the role of the teacher and the writer. The writer became a teacher when the research was held and the real teacher became an observer or collaborator when the writer taught the students in the classroom. The scenario of teaching and learning activities that was written in the lesson planning was applied. The specific activities were like:

a. Taught recount text using mind mapping
b. The writer gave short explanation and guided the students to learn, practice, and do the exercises
c. The writer gave opportunities to the students to ask any difficulties or problems

d. The writer asked the students orally to check the students’ understanding

e. The writer reviewed materials and gave the students some evaluations

f. The writer gave the students some evaluations including materials were not used in the study; it was used to know students’ understanding, and was written in the white board according to teacher’s instruction.

g. The writer gave posttest in the last meeting in each cycle

3. Observing phase

In the observation step, while the writer explained the material and the students did their activities such as: tried to make their own mind map and did their exercise, the teacher as the writer’s collaborator, observed the action process. She checked the list of observation sheet and wrote notes about the condition of students during the process, such as students’ activeness, enthusiasm, and difficulties.

4. Reflecting phase

After doing the action phase, the writer accomplished the reflecting phase. In this phase, the writer analyzed students’ work from pretest and posttest result, then analyzed the observation sheet and field note in order to make decision for the next planning. By analyzing the observation data and students’ score, it could be seen whether the writer had implemented the technique well or not. The improvement could also be seen from the changed of students’ behavior in learning process in the classroom, by comparing previous observation and their score achievement from pre-test to post-test. If the improvement is achieved significantly and the post-test score is deemed enough for students, teacher may stop the cycle, but if the improvement is still needed and there are still problems that have not been solved yet, the writer must hold the next cycle.
F. Research Instrument

In doing this study, the writer used some instruments, such as:

1. Interview guideline

Interview guideline sheet was prepared by the writer to lead the writer when she interviewed the teacher. The purpose of the interview was to know the situation during teaching and learning activities, the teacher’s technique and method in teaching English, and also to know the students’ ability, skills, and their interest in English. The writing did the interview twice, before and after doing action research. There are twelve items of question which would be asked to the teacher in the interview before CAR, and five items question after doing the CAR.

2. Observation and field note sheet

Observation was done in two parts. The first is pre-observation where the writer visited the class to observe the teaching and learning process. The writer tried to observe students’ behavior towards the lesson. Second was observation during cycles. The writer prepared the observation of activities form which was used in the observation step. Structured-observation sheet was prepared. There are five points in the observation sheet that would be checked about students’ activeness, attention, practice, motivation and interest during teaching-learning process in the classroom. The form adapted from Nuruna were used and modified by the writer to be the indicators of observation sheet.

In addition, there would be a field note which would be written by the observer. Field note is used to record detailed information about the teaching and learning process. The field note is used to record information which is not covered by the observation. The observer gave notes about the students’ participation, the quality of students’ interaction, students’ enthusiasm, and comment or suggestion for the writer as an actor.

3. Questionnaire sheet

The questionnaire sheet was prepared by the writer and gave it to the students who became the subject of this research. There are fifteen statements which would be checked by the students who choose yes or no for each statement. The result of the questionnaire was analyzed to know students perception after
doing writing activities using mind mapping technique. There are four indicators which are included in the questionnaire. The indicators of the questionnaire are about students’ knowledge, interest, motivation, and satisfaction in the use of mind mapping technique.

4. Test

Test was used to measure student’s competency, especially in cognitive skill and as supporting evidence in this research. The test was given by the writer to the students to know the progress of students writing score as the quantitative data of this research. The kinds of the test were pre-test and post-test.

Before cycle was held, the teacher distributed the pretest to the students. They were asked to compose their own recount text with the theme is “The Worst Experience”. After doing the treatment for twice, the students did the post-test to know the progress of their writing in the first cycle. The writer gave the theme of the post-test, which was “The Most Memorable Event in Junior High School”. Then, in the cycle II after doing treatment for twice, the writer asked the students to do the post-test which the theme was “The Best Holiday”. Before the students composing their own text, they were asked to do the prewriting using mind mapping technique to make them easier doing the writing.

G. The Data Collection Technique

The writer collected the data from both qualitative and quantitative. The qualitative data was taken from interview session, the observation sheets, field notes (the activeness of the students, the enthusiasm, and the difficulties of doing the writing activities). Then, the quantitative data was taken from the pre-test and post-test result.

Table 3.2
Evaluation Criteria for Pre-Test and Post-Test Adapted from Jacob³

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>27 – 30</td>
<td>Excellent to very good Knowledgeable, substantive, development of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>thesis, relevant to assigned topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 – 26</td>
<td>Good to average</td>
<td>Sure knowledge of subject, adequate range limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td>17 – 21</td>
<td>Fair to poor</td>
<td>Limited knowledge of subject, little substance, inadequate development topic</td>
</tr>
<tr>
<td>13 - 16</td>
<td>Very poor</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
</tr>
<tr>
<td>Form</td>
<td>18 – 20</td>
<td>Excellent to very good Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing cohesive.</td>
</tr>
<tr>
<td>14 – 17</td>
<td>Good to average</td>
<td>Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.</td>
</tr>
<tr>
<td>10 - 13</td>
<td>Fair to poor</td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td>00 - 05</td>
<td>Very poor</td>
<td>Does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>Vocabulary/style</td>
<td>18 - 20</td>
<td>Excellent to very good Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
</tr>
<tr>
<td>14 - 17</td>
<td>Good to average</td>
<td>Adequate range, effective word or idiom form,</td>
</tr>
<tr>
<td>Component</td>
<td>Score</td>
<td>Criteria</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Component</td>
<td>Score</td>
<td>Criteria</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22 – 25</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective, complex contractions, few errors of agreement, tense, number, word, order/function, articles, pronouns, preposition.</td>
</tr>
<tr>
<td></td>
<td>18 – 21</td>
<td>Good to average</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective but simple constructions, minor problem complex construction, several error agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.</td>
</tr>
<tr>
<td></td>
<td>11 – 17</td>
<td>Fair to poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function articles, pronouns, prepositions and/or fragment, run-ons, deflection or obscured.</td>
</tr>
<tr>
<td></td>
<td>05 – 10</td>
<td>Very poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virtually no mastery of sentence constructions rule, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,</td>
</tr>
</tbody>
</table>
### Component Score Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>paragraphing</td>
<td>4</td>
<td><strong>Good to average</strong> Occasional errors of spelling, punctuation, capitalization, but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>Fair to poor</strong> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning, confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Very poor</strong> No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

### H. Data Validity

Throughout the process of data collection and analysis, the writer needs to make sure that her findings and interpretations are accurate. Thus, the writer needs to do the validity of data. Validity is the most important principle and a complex criterion of an effective test. Validity can be defined as the degree to which a test measure what it supposed to measure.

In doing this research, the writer validated the instrument of the test using content-related validity. Content-related validity is used to measure whether instrument used is relevant and represents what the writer wants to measured.⁴ In this study, the writer wanted to see the students’ writing development. Writing is one of the students’ activities in the classroom besides reading, speaking and listening. It is based on the syllabus that the students are expected to be able to write their own text. Thus, the students’ writing should be assessed and the assessment must be a writing test, which the students were asked to compose their

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own text individually. The test would be structured in the form of instruction to write recount text minimum 200 words in three paragraphs.

The writer also used face validity, which is not something that can be empirically tested by a teacher or even by a testing expert. It is purely a factor of “eye of the beholder” which means how the test-taker, or possibly the test giver, intuitively perceives and understand the instrument. It means that the validity is depended on the view of both test-taker and test-giver by looking at its surface, appeal and perceived, for example the instruction of the test. Thus, the writer tried to make simple and clear test instruction and discussed it to the real English teacher, and then it would be distributed to the students as the test-takers if the real teacher accepted it.

Meanwhile, for qualitative data, the writer used data triangulation. According to Creswell, “Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research.” Thus the writer would corroborate evidence from different types of data collected: interview section, observation, and questionnaire. The result of interview, observation, and questionnaire would be compared to see whether they have the same conclusion or not. If they have the same conclusion, thus the validity would be upheld.

I. Data Analysis

The writer analyzed the data from both qualitative and quantitative process. Interview and questionnaire result, observation sheet, and notes was analyzed and described to know the students behavior and condition in the classroom. Then, the pre-test and post-test result was analyzed statistically. The results of test are calculated by t-test analysis:

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1. Mean

Mean is average from division between sums of student’s scoring a total number of respondents. The formula is:

\[
\bar{X} = \frac{\sum X}{N}
\]

Where:
\(\bar{X}\) = mean
\(\Sigma\) = sum or add
\(X\) = individual score
\(N\) = number of students

2. The class percentage

After the writer knew the mean of students’ scoring, she tried to get the number of students who passed the KKM 75 (seventy five). The formula is:

\[
P = \frac{F}{N} \times 100\%
\]

Where:
\(P\) = The class percentage
\(F\) = Total percentage score
\(N\) = Number of students

3. Percentage of students’ improvement

After getting mean of students’ score per cycle, the writer identified the improvement of the students’ score on writing recount text from pre-test up to post-test score from cycle 1 and cycle 2. The formula is:

\[
p = \frac{y_1 - y}{y} \times 100\%
\]

Where:
\(P\) = percentage of students’ improvement

---

7 Budi Susetyo, *Statistika untuk Analisa Data Penelitian*, (Bandung: PT Refika Aditama, 2010), p. 34.
\[ y = \text{pre-test 1 result} \]
\[ y_1 = \text{post-test 1} \]

\[ p = \frac{y_1 - y}{y} \times 100\% \]

Where:

P = percentage of students’ improvement

y = pre-test 1 result

y1 = post-test 2

**J. Criteria of the Action Success**

The successful of the action research is based on the criteria. The action is successful when 75% of numbers of students could achieve the target score of KKM 75 of writing test, which was based on the teacher and school provision about minimum mastery level criterion. The action of CAR would be stopped if the criterion of the action success is achieved. However, if the criterion of the action success is not achieved yet, the alternative action will be done in the next cycle.
CHAPTER IV
RESEARCH FINDING AND INTERPRETATION

This chapter presents the result of this study. It consists of the result of the data before implementing the cycles, the data during the cycles, and the result of post-implementation of the cycles. The writer discussed the results with the observer, analyzed and interpreted it, which are explained in the following.

A. Research Finding before Implementation
1. Result of Interview

An interview before CAR with the teacher was conducted on September 6th, 2016. The interview was in the form of prepared-questions. There were three categories which were developed into some questions. They were general condition in English class, method or technique and learning sources used by the teacher, and the difficulties faced by students and teacher.

The teacher explained about the condition of students in the English class was like other subjects session. There were the students who enjoyed and paid attention to the teacher’s explanation. They were active to ask the teacher about materials were being taught. But there were also students who did not give any response, and paid attention. The Teacher added “masih banyak yang masih malu-malu bertanya. Jadi saat mengerjakan mereka kebingungan. Masih banyak yang kurang memperhatikan saat belajar” (“Many students who were still shy or did not have enough brave to ask me, so that when doing the exercises, they would be confused. There were many students who did not pay attention to the teacher’s explanation”). The problem was that there were just several students who feel enjoy when they were studying English in the classroom.

The second category of interview was about the leaning sources, method and technique used by the teacher. The teacher said that she used text books for students’ learning sources. Sometimes she asked the students to read their book about the material being taught. After that, if the students did not understand the material yet, the teacher would explain it. The assignment would be done in group, but sometimes for individual too, to make the students be independent. The
teacher added that for writing skill, she often used traditional method. She used dictation to know students’ writing skill, where she asked the students to write what they just heard from what she just said. After that, she would explain where the students’ mistake was. Sometimes she also asked the students to do free-writing, without any structures, and after that she would correct it.

The difficulties felt by the students based on the teacher’s assumption was that the students still have problem in speaking because they often doing practice in speaking. But the teacher also explained about students’ difficulties in writing skill, such as: grammar, and vocabulary that was still low. They still had low vocabulary, were confused about the use of tenses and the change of verbs. It was to be the difficulty which was felt by the teacher too, where many of her students who still did not understand about basic grammar, so that the teacher needed to explain it from the very basic grammar carefully. It took much time, whereas the time for English subject is limited which only once a week of ninety minutes. It was considered to be the teacher’s difficulty to manage the time for teaching the material and practice for her students.

The teacher added that the students also still have problem in developing their ideas because some students still had low knowledge about texts’ structures and basic technique in writing. She said, “dasar-dasar membuat teks dan struktur- struktur yang ada di teks itu mereka masih kurang dan harus terus dibimbing.” (“They still have low knowledge for composing a text and text structures, so that they have to be guided continuously”)

2. Result of Pre-Observation

Pre observation was conducted on Tuesday, September 6th, 2016 during English lesson in X MIA 2. It was conducted to confirm what the teacher stated in pre-interview session. It was started at 10.15 a.m and finished at 11.30 a.m. The classroom consists of 37 students. The physical attributes and layout of it was good-enough, neat and clean. The fan was available, but there was no other teaching-learning facility, except whiteboard and marker.

The writer observed the students during teaching-learning process. As the teacher said in interview session that there were students who would pay attention
to the teacher’s explanation and asked if they still do not understand yet, and there were students who did not pay attention, felt bored and sleepy during the class. During the teaching and learning process, the teacher only used textbook without any media which could support the teaching and learning process. She explained what was already written on the textbook and gave an example of descriptive text orally. Then, the students were asked to make their own text. Based on the pre-observation, the writer saw that the students were bored during the teaching and learning process. Also, when they were doing their work, they were confused how to start their writing until for about ten minutes since the teacher asked them. Some of them asked other classmates about how to start and develop their descriptive text. Many of them still did not have enough courage to ask the teacher and felt confused to do their work. They would ask the teacher if she asked them first.

Though it had been warned, several students opened their mobile phone and cheated when they were doing their individual writing work. When the students were asked to read their work in front of the class, there were only two of them who did it, due to the limitation of the time.

3. Result of Test before Implementation

Pre-test was conducted to know how far the students’ writing skill is before implementing CAR. The test was held on Tuesday, September 13th, 2016. The students were asked to write their own recount text with the theme was “the worst experience”. There were five criteria assessed from students’ writing, such as: content, form, vocabulary, structure or grammar, and mechanic. The time for writing was 60 minutes. The teacher explained the instruction that was written in the tests’ sheet. The students asked, “Bagaimana caranya kita tahu kalau tulisannya sudah 200 kata, Miss?” (“How do we know that our writing is about 200 words, Miss?”). Some students also asked “Kalau kurang dari 200 bagaimana, miss? Tidak apa-apa?” (“Is it okay if the words are less than 200 words?”), then the teacher explained that just do what they want to shared about the theme given. The words would be counted in line (at least 20 lines) and if it
was less than twenty lines, it would decrease their score. The table below is the result of students’ pre-test score:

Table 4.1
The Result of Students’ Test Score before the Implementation

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>74</td>
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<tr>
<td>2</td>
<td>60</td>
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<tr>
<td>3</td>
<td>69</td>
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<td>4</td>
<td>59</td>
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<td>5</td>
<td>69</td>
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<td>6</td>
<td>62</td>
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<tr>
<td>7</td>
<td>60</td>
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<tr>
<td>8</td>
<td>76*</td>
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<td>9</td>
<td>69</td>
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<td>10</td>
<td>75*</td>
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<td>11</td>
<td>67</td>
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<td>12</td>
<td>64</td>
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<td>63</td>
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<td>68</td>
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<td>66</td>
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<td>64</td>
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<tr>
<td>24</td>
<td>64</td>
</tr>
<tr>
<td>25</td>
<td>67</td>
</tr>
</tbody>
</table>
### Students’ Number and Score

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>65</td>
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<tr>
<td>27</td>
<td>70</td>
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<tr>
<td>28</td>
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<td>29</td>
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<td>30</td>
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<td>65</td>
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<td>32</td>
<td>66</td>
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<td>33</td>
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<tr>
<td>34</td>
<td>71</td>
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<tr>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>36</td>
<td>71</td>
</tr>
<tr>
<td>37</td>
<td>87*</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

*The students passed the KKM (75)

Based on the analysis of the pretest result, the writer found some problems faced by the students, which was mentioned by the teacher in the pre-interview session too. One of the problems is that many students still had problems in grammar, mostly in the use of past tense, where the students did not use past sentences, they mostly used simple present. Mostly, the students did not give more detail information and their writing was less than 200 words on their text, where it affected their score in content. It seems that they did not have more idea that would be written or difficult to share it on their sheet. It is also linked to the form, where some students did not write for at least three paragraphs that make their writing were not accordant to the schematic structure of recount text (orientation, events, and re-orientation). Another problem was about students’ vocabulary, where some students did not use appropriate vocabulary and some of them seem translated word by word.
Related to the students’ achievement in pre-test, it can be seen that there were only 3 students out of 37 who passed the KKM which is 75. It can be said that only 11% students passed the minimum criterion. The mean score of all students was 66.9. The highest score which was gained by the students was 87, whereas the lowest score was 59. Based on the data obtained, it can be seen that most of the students of X MIA 2 needed improvement of their writing recount text.

B. Result of Cycle One

1. Planning Phase

In this phase, the writer made a planning for the action after confirming the problems faced by the students of X MIA 2 during writing class. The writer asked the teacher to show the syllabus provided by the school, and arranged the material and some exercises for students’ activities into a lesson plan. The lesson plan consisted of the core competency, basic competency, indicators that would be reached by the students and the technique that would be applied, it was mind mapping technique. Besides lesson plan, the writer also prepared the teaching aids and the instruments needed, such as: observation and field note sheets that would be checked by the observer.

2. Acting Phase

Acting phase was the implementation of what the writer had planned in planning phase. This action of the first cycle was held on Tuesday, September 13th, 2016. The writer implemented the teaching learning process based on the lesson plan which had been made.

a. First meeting (Tuesday, September 13th, 2016)

1) Opening

In this first meeting, the writer did the opening and started the class by greeting and asked the students to prepare the lesson. She tried to make the students relax first after four hours math lesson by doing some moves together for about 2 minutes. Next, she explained what material that would be learned that day and the indicators while distributing worksheets to the students.
2) Core

The writer gave an example of recount text which was shown using power point slide and asked the students to read it silently. After that she asked them some questions connected to the text and they answered it enthusiastically. Then she started to explain about recount text, such as: the definition, types of recount text, the purpose and the generic structure of recount text. After explaining the material, the writer showed the previous example which had been read by the students and asked them to give labels of generic structure of recount text in each paragraph (orientation, events, and re-orientation).

Afterward, the writer gave explanation about the use of mind map technique in writing, especially in recount text. She gave an example of topic and drew a mind map in the white board. After that she asked the students to make their own mind map based on the theme given, it was “my last week-end activities”.

3) Closing

After finishing the work, the students were asked to collect it to the writer. She asked whether they have any difficulty in doing their mind map or not. She also asked the students about recount text material in order to evaluate that day’s learning. In this first meeting, the writer felt difficult to manage the time, so that she needed extra time for about five minutes before closing the session.

b. Second meeting (September 20th, 2016)

1) Opening

The teacher greeted the students as usual and explained the goal of today’s learning. Before starting the lesson, the students were asked to make some moves, which were different from previous meeting, to make them relax and ready to start the learning. After that the teacher asked if there were any student who was absent that day and asked about previous material about recount text.

2) Core
The writer started to explain about tenses that are used in recount text, such as: simple past, past continuous, and past perfect tense. In order to make the students understand about the concept of the tenses, the writer used formula or pattern when explaining it. She also gave some example of sentences using simple past and past continuous. The students were asked to make an example too and wrote it on the white board. She asked the students to open their worksheets and tried to find the past verbs in the text given and also did the exercise which was included in their worksheet.

After finishing the exercise, the teacher asked them to make a mind map with different theme from previous meeting. They tried to find the past verbs which were used in their mind map.

3) Closing

The students collected their work to the teacher tidily. The teacher explained that there would be a writing post-test which would be held on the next meeting, so that the students should prepare themselves.

3. Observing Phase

In this phase, the real teacher as an observer, observed all the activities during the acting phase. The observer checked the observation sheets of teacher’s performance and students activities. The observer also wrote about students’ participation, the quality of students’ interaction, students’ enthusiasm and the difficulties that were found.

Based on the observation in the first cycle, there were found some problems. This problem also had been found in the pre-observation before CAR was conducted, where there were some students who did not pay attention when the teacher was explaining the material. Although had been warned, they still opened and checked their mobile phone sometimes.

Another problem which was mentioned by the real teacher too in the pre-interview session is the students still had low knowledge about any kind of text and its structure. Although recount text material was learned by the students when they were in junior high school, they still did not understand about the text. They forgot about what recount text is, what the schematic structures are, and also
about its language feature. So that the teacher should give more detail information and make them remind about recount text material and delivered it carefully until they clearly understood about it.

The teacher also found a difficulty when she asked the students to read the example of recount text given. She needed to repeat the instruction several times because it was crowded and made some students could not hear the instruction.

The students were enthusiastic to answering and giving attention when the teacher was explaining about mind-mapping technique. Some students had already known and used the technique and some others had just known it. When the teacher gave the example of the use of mind mapping technique for writing recount text, they were eager to try it themselves and ask the teacher how to make it well. At first, some of them made a mind map like a list concept. They were still confused how to differentiate it. It made the teacher explain to them one by one around the class.

Based on the observation sheet and notes, the class was still in conducive according to the observer. There were some crowded situations when the students did the exercise and made an example of their own mind map but they did it well. At first, some male students in the back seats did not want to make their mind map because of confusion but it seemed like they did not want to ask the teacher how to do it well. They only made some pictures that were not relevant with the material.

The teacher found another problem when she wanted to ending the session. She still could not manage the time well and added for about 5 minutes because of waiting the students finishing their work.

4. Reflecting Phase

After finishing the acting phase and observing phase in the first cycle, the writer needed to reflect her teaching skill and problems, students and classroom situation and asked the observer’s suggestions to her. In this reflecting phase, the writer and the observer discussed and analyzed the teaching learning process in acting and observing phase. Then, they tried to modify the action in order to make students be better in writing recount text.
The result of the observation showed that the writer should pay attention of the time and manage it well, and needed to improve her teaching skill in managing the class situation. There were still problems when the teacher explained the material of recount text and instruction where some students busily talking to other classmates.

The observer gave the field notes that the class was conducive, although there were some students who were not on their seats when doing the exercise. The writer should ask them to be well-ordered, sit on their seats and do the exercise individually without cheating to other friends. The observer told that the writer should raise her voice because it was too low that made some of the students could not hear the explanation and instruction. The writer should make sure that her explanation and instruction were clear to make the students understand it.

The observer also gave suggestion to the teacher if she might use game to the students to make them relax but they still focus to the lesson and the game should appropriate to the material. Related to the students’ achievement in post-test I, the observer told that the most problem faced by the students was still about grammar. Thus, writer should gave some more material about grammar in the next cycle, especially in the use of simple past, past continuous and past perfect.

In order to see the students’ score improvement, the writer conducted the post test 1 after finishing the acting phase in the first cycle. The writing test was conducted on Tuesday, September 27th 2016 with the theme was “The Most Memorable Event in Junior High School”.

Before the students did their writing, they were asked to make a mind map based on the theme. The teacher gave 10 minutes to do it. At first, they were still confused how to make their mind map. They asked the teacher to see their job (mind map) and sometimes they yelled, “Saya masih bingung Miss, benar tidak begini?” (I’m still confused Miss, is it right?). Most of them forgot to bring dictionary, even they were reminded from the previous meeting and they borrowed from their friends. It made the class was noisy and made the time longer than the provision before.
Table 4.2
The Result of Students’ Post-Test 1 Score

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>79*</td>
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<tr>
<td>2</td>
<td>71</td>
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<tr>
<td>3</td>
<td>75*</td>
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<tr>
<td>4</td>
<td>74</td>
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<td>5</td>
<td>72</td>
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<td>6</td>
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<tr>
<td>36</td>
<td>79*</td>
</tr>
<tr>
<td>37</td>
<td>83*</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>75.43</strong></td>
</tr>
</tbody>
</table>
The students who passed the KKM

Based on the analysis of post-test I result, the writer found that their problem of grammar was slightly reduced. They have started to get used to using past verb on their sentences, though it was still found some sentences which did not use past verb and some of them also were mistaken in the use of simple past tense or past continuous tense. They also had started to increase their ideas and vocabulary due to the use of mind-mapping technique in pre-writing activity.

Related to the students’ achievement of this post-test, it was found that the highest score is 83 and the lowest is 69. There was no student who gained score less than 60 anymore. The number of students who passed the KKM increased from the pre-test, they were 19 students, meanwhile in pre-test there were only three students who passed it. The percentage of the students who passed the KKM can be seen as:

\[
\text{Percentage} = \frac{F}{N} \times 100\%
\]

\[
= \frac{19}{37} \times 100\%
\]

\[
= 51.3\%
\]

The average gained in post-test 1 also increased. In pre-test, the average score was 62, and in the post-test 1, it increased into 75. It can be seen the significant improvement of the average point, such as 13 points. The percentage of the improvement can also be seen as:

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

\[
= \frac{75 - 62}{62} \times 100\%
\]

\[
= \frac{13}{62} \times 100\%
\]

\[
= 20.9\%
\]
C. Result of Cycle Two

1. Planning Phase

In the previous cycle, the students’ writing showed little improvement. However, there were still found problems in grammar and content part. The teacher should give more explanation about grammar used and how to develop their idea to be their own writing content using mind map technique as they did in the first cycle.

In this planning phase, the teacher modified the previous lesson plan and would be implemented in this second cycle. The observer gave suggestion to include a game that is related to the tenses used in order to make the students feel fun.

2. Acting Phase

a. First meeting

1) Opening

The teacher opened the session as usual, greeted the students and asked a student to lead his friends to pray before start the lesson. After that, the teacher asked the students about the post-test 1 whether they had the difficulty in doing it. She also told that from the first post-test, they still had low in content and grammar part. That’s why the students should study more about past tense that day.

2) Core

The teacher started the core lesson by asking the students if they reminded the tenses used in recount text. Some students answered it well. They mention simple past and past continuous. They forgot about the past perfect tense. Some of them still did not understand about the tenses used and asked the teacher to explain it more detail, as they said, “saya masih bingung bagaimana membedakan simple past dengan past continuous. Tolong jelaskan lagi dong, Miss” (“I’m still confused the difference between simple past and past continuous. Please, explain it more, Miss”). After explaining the tenses, the teacher asked them to do the exercise given and collect it on the teacher’s table.
3) Closing

Before closed the lesson, the teacher distributed the irregular verb list sheets to the students because not all students who had dictionary which consist of irregular verb. She hoped that they could study and remember the verbs because it would be useful for them.

b. Second meeting

1) Opening

The class was opened with greeting and praying together which was leaded by a student. The teacher asked the students about the previous lesson. She hoped that the students can remember the lesson given and realizing that it could be useful for them.

2) Core

The teacher conducted mind-mapping game which all students should follow it. They were divided into four groups and gathered with their own team. The teacher asked them to make lines per group in the middle of the class and faced the white board. Then they were asked to facing the back. The teacher gave a word per group on the white board that the students should look for words which have relation with the word given by the teacher. They write their own word one by one surrounding the word given on the whiteboard. The group which had the most score from appropriate words would be the winner. The third group was the winner of the game.

After finishing the game, the teacher asked the students to make a mind-map and tried to make a writing draft from it which the theme was “the best holiday”. This theme would be the theme for post-test 2 which would be conducted in the next meeting.

3) Closing

Before going out from the class, the teacher explained that there would be the last post-test in the next meeting. The students were expected to prepare themselves to do their writing and not forget to bring their dictionary. The students and teacher hoped that they would get score improvement, then they pray together to close the lesson.
3. Observing Phase

In the second cycle, the class condition was better than the first cycle. They became more active and were not as crowded as before. Many of them were eager to ask the teacher and do the exercise more confidently. When playing game, it could be seen that they were very enthusiastic and enjoyed the game, although it was little crowded but they were happy. Some of them were still confused and forgot about the English vocabulary that made them think longer to write the verb on the white board.

When training the mind-mapping technique, they could follow the instruction as the teacher guided. Almost all the students had been understood and did not make the same previous mistakes. They did it carefully and neater than previous cycle. Some of them were seemed asking and discussing to other friends about making the mind map.

Related to the teacher’s performance, she also showed some progresses in teaching. It could be seen from her voice that was louder than in the first cycle and gave clearer explanation and instruction. At the first day in this second cycle, the teacher told the students to make a provision; the students must not be noisy anymore so that they can hear the teacher’s explanation and instruction clearer. If there was a student who made a noisy and disturbed his or her friends, the teacher would point the student, and then he or she must mention one past verb. It was done to make them understand the rule given and also could study and remember the past verb.

4. Reflecting Phase

The reflection of Classroom Action Research was carried out after getting out the post-test 2 result. The writer and observer felt satisfied because there was more improvement towards students’ writing skill of recount text. Also, the improvement of students’ attitude was seen. Compared to the pre-observation, they were much more active, enthusiastic and enjoyed during the teaching and learning process in the class. Furthermore, the class situation was no longer boring. They could creatively make their own mind map as pre-writing and also participated playing the mind mapping game well. Some of them realized that
mind-mapping technique could be useful for them to develop their idea for their writing, not only for recount text, but also for other text types.

Moreover, the teacher’s performance was better than the previous cycle. She could handle the class situation and the time successfully. She also guided the students to do their exercises and make mind-map smoothly.

The writer conducted the post-test 2 after finishing the second cycle on Tuesday, October 25th, 2016. The theme for the writing test was “The Best Holiday”. There was a different from the previous post-test which the students made their mind-map from the previous meeting. They only were asked to make their own writing based on their mind-map. The students’ score were described in the following table:

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83*</td>
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<tr>
<td>2</td>
<td>77*</td>
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<tr>
<td>3</td>
<td>79*</td>
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<td>19</td>
<td>77*</td>
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<td>20</td>
<td>82*</td>
</tr>
</tbody>
</table>

Table 4.3
The Result of Students’ Post-Test 2 Score
<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>21</td>
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<td>22</td>
<td>89*</td>
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<td>23</td>
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<tr>
<td>36</td>
<td>74</td>
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<tr>
<td>37</td>
<td>90*</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>78.95</strong></td>
</tr>
</tbody>
</table>

*Students who passed the KKM

From the analysis of students’ post-test result, it can be said that their writing skill improved. Almost all students had used the right sentences, which used simple past and past continuous tense. They started to use appropriate vocabulary and verb. They used the right regular and irregular verb which could be seen in the irregular verb list given by the teacher when the acting phase in the second cycle. The students also started to develop their idea where they gave more detail on their recount writing. Thus, it made their writing was longer and accordant to the schematic structure. Moreover, some of them also gave labels of schematic structure of recount text on their writing in order to make it clearer part.

Based on the table above, the students’ pos-test 2 score improve significantly. The students who passed the KKM were 30 students; increased from the post-test 1 which only 19 students. The percentage of the students who passed the KKM can be seen as:
The improvement also can be seen in the percentages of students’ mean score improvement from post-test 1. The average of students’ score in post-test 1 is 75.43 that was increase in the post-test 2 become 78.95. It means that the average of students’ score improved for about 4 point. The percentage of students’ average score improvement could be seen as follow:

\[ P = \frac{F - N}{N} \times 100\% \]

\[ = \frac{30}{37} \times 100\% \]

\[ = 81\% \]

Based on the post-test 1, the percentage of students who passed the KKM was 51.3%, after post-test 2, the percentage increased become 81%. There is an improvement of students who passed the KKM for about 30% and also from the improvement of students’ average score from post-test 1 to post-test 2 which is 5.3%.

D. Result of Post-Implementation of the Action

1. Interview Post-Action

After implementing the cycles, the writer interviewed the teacher in order to know the teacher’s opinion about the implementation of mind-mapping technique in students’ recount text writing. It was conducted on Friday, October 28th, 2016. There are 5 questions which are submitted to the teacher. The categories of the questions are about the condition of the class during CAR, the students’ ability, and suggestion from the teacher after CAR.
According to the teacher, after observing the class during the cycles, she felt satisfied because the class condition was better than before carrying out the CAR. The students could be more enthusiastic and enjoyed the lesson during the teaching-learning process. They also could be more active that could be seen from how they discuss about the way to make their own mind map to their friends and also asked the teacher if they did not understand yet.

About the students’ ability, the teacher said that mind-mapping technique was successful to be used for the students writing skill. It can be seen from their tests’ score which increased significantly. It could make students’ writing be more structured and neat. It also affected students’ attitude and creativity. The teacher added that mind mapping technique is not spent too much time. She only felt enjoy because the students also were enjoy when they were doing it in the class. So that she did not think that mind-mapping technique requires a long time to do.

The teacher also gave suggestion to the writer and for the application of mind-mapping technique. She said that the writer should give more information about mind-mapping technique and explain the way to make mind map more clearly in order to make the students be motivated. She hoped that it can be continuously implemented for other texts, moreover for other skills.

2. Result of Questionnaire

The questionnaire was given to the students after finishing the cycles. The distribution of the questionnaires was on Thursday October, 30th 2016. It was conducted to know how much mind-mapping technique affected their writing skill from their own perspective. The writer instructed the students to check the columns that were based on their perspective. Likert scale was used to measure the students’ responses over the statements in the questionnaire. The table of questionnaire result can be seen in Appendices. The points scale used for measuring their answers or agreements are as follow:

| Strongly Agree (SA) | = 5 |
| Agree (A)          | = 4 |
| Less Agree (LA)    | = 3 |
| Not Agree (NA)     | = 2 |
Strongly Not Agree (SNA) = 1

The data from questionnaire result was analyzed from overall statements. The conclusion of the result was described as follow:

a. Mind-mapping technique is a new technique that I know

This statement is to know how many students who have known mind-mapping technique for learning. The result is there are 2 students who chose strongly agree, 13 students who chose Agree, 11 students who chose less agree, 8 students who chose not agree, and one student who chose strongly not agree. It could be conclude that there were half of all students have just known the mind-mapping technique and half others had known it before.

b. I ever used mind-mapping technique for writing a text

The result from this statement is: there are 4 students chose the strongly agree, 25 students agree, 5 students less agree and one student chose not agree. It means that almost all students in X MIA 2 had used mind-map. Related to the first statement, many students who actually once used the mind-mapping technique but they did not know its name. Some students said that they used it for summarize the text, not for composing text.

c. It is easier to write a text using mind mapping technique

The students need to make writing to be easier in order to make them enjoy the activity. This statement is to know whether mind-mapping technique can help them write a text easier. The result is: there are 13 students who felt strongly agree to this statement, 16 students felt agree, and 6 students less agree. It could be seen that there are 29 students or 83% agree that the mind mapping helps them to write a text easier.

d. Mind map enables me to pick a theme that I would write

According to Buzan, mind map can help students in term of planning. The choice of theme also becomes a planning of writing activity. The writer wanted to verify it through the students’ perspective. The result is: there are 13 students who strongly agree to this statement, 17 students agree, and 5 students who did not
agree. It can be conclude that 30 or about 86% out of 35 students agree that mind mapping technique can help them choose themes for writing.

e. Mind-mapping technique helps me in composing text

This statement is to know whether mind mapping technique can help the students composing a recount text. The result is: there are 11 students who strongly agree, 19 students who chose agree, and 5 students who less agree to this statement. It can be seen that 30 students of 86% out of 35 agree that mind map helps them composing their recount text writing.

f. Mind-mapping technique requires a long-time to do, so that it just waste the time

According to Buzan, one of mind-map’s advantages is it can save the time, but a study conducted by Al naqbi showed that her students spent too much time on designing mind-map. Then the writer wanted to know the fact through student’s perspective. The result is: there are 3 students who strongly agree, 4 students agree, 17 students who less agree, 10 students who disagree and 1 student who chose strongly disagree. It could be conclude that 7 or 20% students felt that designing mind-map can waste their time for writing a text. The rest students (80%) felt that mind mapping did not waste their time.

The writer wanted to clarify that actually, mind-map can spend much time if the students design it while they are doing the writing exam. It had been proved on the post-test I, where the students was given 10 minutes for designing their mind-maps but the fact was that it could take 20 until 25 minutes to do. For this statement, the writer agrees with Al naqbi that mind mapping technique should not be conducted when writing examination because it can spend much time.

g. Mind-mapping is interesting to do

Designing mind map can be interesting if the students enjoy doing it. There are 5 students chose strongly agree, 21 students who agree, and 9 students who chose less agree to this statement. It can be said that most students agree that mind mapping is interesting activity.
h. I feel more confident to share my ideas using mind map

Mind-mapping technique is used for stimulate students’ thought that shows ideas which are generated around a central theme. So that, it can help students to show their new ideas when they are writing. The result of the statement is: there are 4 who strongly agree and 22 students who agree to this statement. Meanwhile, there are 7 who chose less agree and 1 student who disagree to this statement. So that for the conclusion, the students who can be said that they agree is about 74% out of 35 students.

i. It is more interesting that composing a text by using mind-mapping technique

This statement is to know whether the students felt that mind mapping is interesting to do when they wanted to start their writing than using another or without any technique. The result is: only one student who strongly agree and 22 students who agree to this statement. Meanwhile, there are 11 students who less agree and 1 student who disagrees to this statement.

j. Writing a text using mind-map is more fun

Designing mind map is fun because the students can do it creatively and colorfully. So that, writing activity can be more fun for students if they start it by mind-mapping. The numbers of students who strongly agree to this statement are 4 children and 20 others agreeing it. But also there are 11 students who felt less agree of it. It can be said for about 69% out of 35 students agree that mind-mapping for writing is more fun.

k. I have been motivated to get better score in writing skill

The writer wanted to know whether they have been motivated to get better score after CAR. The result is: there are 8 students who strongly agree, 25 students who agree, and 2 students less agree to this statement. It means that almost all out of 35 students have been motivated to get better score after this.

l. I have been motivated to write any kind of text using mind-map

The result of this statement is: there are 6 students who strongly agree and 24 others agree it, but there are 5 other students who felt less agree. It means that there are 30 students or about 86% out of 35 agree if they have been motivated to
write any kind of text by using mind-mapping technique as their pre-writing activity.

m. I felt satisfied of my writing if I use mind-mapping technique

The writer hoped that the students would feel satisfied of their writing if they started it by mind map because they could share many ideas and make it to be structured. The result of this statement is: there are 9 students who strongly agree, 20 students felt agree and also 6 students who thought less agree. It can be said that there are 29 students out of 35 agree of this statement.

n. I will use mind map continuously when I write a text

The initial statement is the students will use mind-mapping technique before they start to make any kind text. The result of this statement is: there are 3 students who strongly agree and 19 students who agree. Meanwhile, there are also 10 students who less agree and 3 students who disagree of this statement. It means that there are 22 or 63% out of 35 students agreeing it. Also, there are 13 or 37% students who can be said that they are did not agree to this statement.

o. I will use mind mapping technique for other skills besides writing.

This statement is submitted to know whether the students will use mind mapping-technique to other skill besides writing, such as: speaking, reading and listening. The result is: there are 5 students who strongly agree and 20 who agree to this statement. But, also there are 8 students who less agree and 2 students who disagree. It could be conclude that there are 25 students who surely want to use mind mapping-technique for their other skill improvement. And the rest students (10) may still have doubt to use it for other skill.

3. Test Comparison

For clear interpretation of the data obtained from three tests; pre-test, post-test 1, and post-test 2, the writer made table comparison of those three tests result:
<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test</th>
<th>Post-Test I</th>
<th>Post-Test II</th>
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<tbody>
<tr>
<td>1</td>
<td>74</td>
<td>79*</td>
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<tr>
<td>Students’ Number</td>
<td>Pre-Test</td>
<td>Post-Test I</td>
<td>Post-Test II</td>
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<td>74</td>
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<tr>
<td>37</td>
<td>87*</td>
<td>83*</td>
<td>90*</td>
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<td>Total Score</td>
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<td>2921</td>
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<td>Students passing</td>
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<td></td>
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</tr>
<tr>
<td>the KKM</td>
<td>11%</td>
<td>51%</td>
<td>81%</td>
</tr>
<tr>
<td>Students’ average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>score</td>
<td>67</td>
<td>75</td>
<td>79</td>
</tr>
</tbody>
</table>

The comparison is also presented in charts. The comparison of students who passed the KKM from pre-test to post-test I and II can be seen in the following figure:

![Figure 4.1 Percentage of the Students Who Passed the KKM](image)
Meanwhile, the comparison of students’ average score can be seen in the following figure:

![Figure 4.2 Students’ Mean Scores Improvement](image)

Based on both figures above, it can be concluded that the implementation of mind-mapping technique successfully improved students’ writing skill.

From the analysis of whole instruments of this study, it can be said that mind-mapping technique was successful to be implemented and can improve students’ achievement in writing recount text. The problem, which was mentioned by the teacher in pre-interview session that many students had some problems in writing skill, such as: difficult to develop idea, basic grammar, text structure, and vocabulary, was proved when the writer analyzed students’ pre-test result, where she found almost all students could not develop their ideas yet and made their writing shorter than the provision which was 200 words in 3 paragraphs. Also, most of the students did many mistakes in grammar, where they used the wrong tenses and vocabulary. They used present verb on their recount text writing.

The problems were slightly reduced during the CAR was implemented. They learned about how to develop ideas by using mind-mapping technique and
focused their grammar of tenses used in recount text. Based on the observation phase, we know that the students learned it enthusiastically and participated actively. Almost all the students felt to be helped by the mind-mapping technique when they were starting to make their own text. They felt enjoy and it was interesting to do. It was proved by the questionnaire distributed to the students which the result showed positive responses.

Another problem was about students’ attitude in the classroom, which was mentioned by the teacher in pre-interview and pre-observation that there were students who did not pay attention to the teacher explanation, felt sleepy and got bored. It was better when the CAR was implemented. Then, during action and observation process, they became more active and enthusiastic, especially when the teacher was giving the explanation about mind-mapping technique for writing recount text and the students were asked to make their own mind map. They did not sleepy and bored anymore since they enjoyed learn how to construct and compose their own recount text using mind-mapping technique for their pre-writing activity. It was proved by the observer who observed until the last cycle and in the post-interview session which showed that the teacher felt satisfied of the students’ tests achievement and their better attitude during the action. Also, the result of students’ questionnaire showed that almost the students felt fun using mind-mapping technique for their writing activity so that they were not bored and sleepy anymore.

This implementation of CAR of using mind mapping in students’ writing recount text, the teacher found the similar conclusion from a study conducted by Farrand, Hussain and Hennessey in 2002 that the mind mapping can improve students’ long-term memory of factual information based on their past experience. It could help students to remember all activities doing by them in the past at the moment. Then, they could make the list of reminded activities to develop their ideas. It could be seen from their writing score improvement of pre-test, post-test I and post-test II. Their writing achievement can be said improve significantly and satisfy.
CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

After conducting classroom action research in SMA Negeri 11 Kota Tangerang Selatan at grade X.2 for about two months, it can be concluded that the implementation of mind-mapping technique in students’ writing recount text was successful. It can be proved from the instruments’ results which show improvements of students’ ability and attitude during the cycles.

First, from the observation result, it showed that there were some improvements of the situation in the class. The students were more active, enthusiastic, and motivated when the teaching-learning process. Moreover, students’ writing skill is slightly increase step by step during the cycles. They knew how to start their writing using mind-mapping technique as a pre-writing activity. Thus, they could easily develop and organize their ideas to be a better writing than before using mind-mapping technique. The students’ problems in grammar were slightly covered after focusing on the tenses used in recount text. They have already known what tenses are used in recount text and how to differentiate between simple past, past continuous and past perfect. They also tried to make their own sentences using those tenses. The students’ vocabulary mastery improved since they tried to make sentences, did the exercise and memorized the regular and irregular verb.

Related to the students’ achievements of the tests, there is a significant improvement of students’ score from pre-test until the second post-test. From the pre-test, there are only 3 students who passed the KKM (75) or only about 11% out of 37 students. It increased in the post-test I which became 19 students or 51% out of 35 that could pass the KKM. Also, in the post-test II the improvement can
be seen which the students who could pass the KKM become 30 students or about 81%. It can be concluded that the improvement from pre-test to the second post test is about 70 point (81%-11%). The improvement of students’ achievement also can be seen from the percentage of students’ mean score of whole tests. The average score of pre-test is 67 which increased in the post-test I became 75 and it is also more improvement in the post-test II which became 79. The improvement of students’ average score from pre-test to the post-test II gained 12 point.

The last is about the post-interview result, which the teacher gave positive responses about the application of mind-mapping technique for students’ writing recount text since it could be an alternative technique for teaching writing in the class. Also, the students’ questionnaire showed that many students feel satisfied of their writing after using mind-mapping technique as their pre-writing activity to develop their ideas.

In conclusion, this study was successful in developing students’ writing skill by using mind-mapping technique since the students gained significant improvement in attitude and score achievement. Therefore, mind-map can be an alternative technique for teachers in teaching writing skill, especially recount text.

B. Suggestion

After conducting a classroom action research, the writer would like to give some suggestions:

1. The teacher is expected to be more creative and pay attention to what the students’ need in order to make them more enjoy, active, enthusiastic and be motivated in the teaching and learning writing.

2. Mind-mapping technique, with its great advantages, can be applied and used in teaching and learning process of all skills in English lesson, especially in writing.

3. For the further research, the writer knows that this study still has many weaknesses and she hopes that it can be more refined in the future.
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<td>2921</td>
<td></td>
</tr>
</tbody>
</table>

*: The student who passed the KKM (75)

The scores are processed from students’ answer sheets

1 = Content (Logical Development of Idea)
2 = Organization (introduction, body and conclusion)
3 = Vocabulary
4 = Language use (Grammar and structure)
5 = Mechanics (Spelling, Punctuation, Capitalization and paragraphing)
Interview Guideline of Teacher’s Response before Action

Date : Tuesday, September 6\textsuperscript{th} 2016
Time : 11.45

1. Berapa kelas yang ibu ajarkan dalam pelajaran Bahasa Inggris di sekolah ini?
2. Berapa nilai KKM untuk kelas X dalam pelajaran Bahasa Inggris?
3. Apakah semua siswa tuntas mencapai KKM dalam semua kegiatan ataupun tes-tes yang diadakan?
4. Bagaimana kondisi siswa saat belajar Bahasa Inggris di kelas?
5. Skill apa yang dimiliki siswa yang dirasa memiliki paling banyak masalah?
6. Strategi apa yang ibu terapkan untuk mencoba mengatasi masalah tersebut?
7. Di kelas X ini, teks apa saja yang harusnya dipelajari oleh siswa?
8. Selama ini apa saja metode dan teknik yang ibu gunakan dalam mengajarkan teks-teks tersebut?
9. Apa saja yang digunakan sebagai media dan sumber belajar dalam mengajarkan teks-teks?
10. Apakah ibu memiliki strategi lain untuk mengatasi masalah writing di kelas?
11. Apa saja teknik yang pernah ibu terapkan dalam pengajaran writing di kelas?
12. Kesulitan apa yang dirasakan saat mengajar writing di kelas?
Interview of teacher’s response before Action

Date : Tuesday, September 6<sup>th</sup> 2016
Time : 11.45

1. Berapa kelas yang ibu ajarkan dalam pelajaran Bahasa Inggris di sekolah ini?
   
   Kalau di kelas X saya mengajar enam kelas, kalau di kelas XI ada empat kelas, jadi jumlahnya sepuluh kelas, begitu.

2. Berapa nilai KKM untuk kelas X dalam pelajaran Bahasa Inggris?
   
   Kalau kelas X itu KKMnya 75, kalau kelas XI 78.

3. Apakah semua siswa tuntas mencapai KKM dalam semua kegiatan ataupun tes-tes yang diadakan?
   
   Tidak semua. Kita pakai sistem remedial aja kalau ada yang tidak mencapai KKM.

4. Bagaimana kondisi siswa saat belajar Bahasa Inggris di kelas?


5. Skill apa yang dimiliki siswa yang dirasa memiliki paling banyak masalah?

penggunaan tenses itu yang pakai verb kedua itu mereka masih bingung, masih banyak yang salah.

6. Strategi apa yang ibu terapkan untuk mencoba mengatasi masalah tersebut?


7. Di kelas X ini, teks apa saja yang harusnya dipelajari oleh siswa?

Karena K13 (Kurikulum 2013) ya, yang adatuh recount text, descriptive text, dan announcement di semester satu. Terus kalau narrative ada di semester 2 kalau tidak salah, tapi ada di akhir-akhir.

8. Selama ini apa saja metode dan teknik yang ibu gunakan dalam mengajarkan teks-teks tersebut?

9. Apa saja yang digunakan sebagai media dan sumber belajar dalam mengajarkan teks-teks?
Ya, otomatis kita pakai buku teksya. Kalau ada laptop, kita pakai untuk presentasi dan putar video yang berhubungan dengan materi pelajaran. Sumber belajarnya juga bisa dari internet walaupun jarang.

10. Kesulitan apa yang dirasakan saat mengajar writing di kelas?
Kesulitannya itu, yang paling utama, mereka (siswa) itu dasar-dasar gramarnya masih kurang ya. Tapi untuk yang sudah dapat dasar-dasar grammar di sekolah sebelumnya mungkin tidak sulit. Untuk ide-ide dalam menulis itu pasti ada yaa, karena dasar-dasar membuat teks dan struktur-struktur yang ada di teks itu mereka masih kurang dan harus terus dibimbing. Untuk sementara mereka saya suruh untuk menulis bebas dulu, sebisa mereka dulu, nanti saya ajarkan tensesnya juga.

11. Apa saja teknik yang pernah ibu terapkan dalam pengajaran writing di kelas?

12. Apakah ibu memiliki strategi lain untuk mengatasi masalah writing di kelas?
Kalau saya masih menggunakan dictation dan tanya jawab saja di kelas. Membuat contoh teks-teks yang telah dipelajari dan jika ada kesulitan dalam membuatnya, saya jelaskan sampai mereka paham. Saya belum menemukan strategi lain.
# SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS - WAJIB  
**Kelas** : X  
**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
KI 3 : Memahami, menerapkan, menganalisis pengetahuan fakultatif, konseptual, prosedur berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
KI 4 : Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Macam-macam jenis teks recount dengan perbedaannya, meliputi:</td>
<td></td>
<td>1. Mengidentifikasi tenses yang digunakan dalam teks recount</td>
<td>1. Tugas individu: 100%</td>
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<tr>
<td></td>
<td>d. Imaginative recount</td>
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<td>Handout Lembar Kerja</td>
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<td>e. Literary recount</td>
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<td></td>
<td>Generic structure dari teks recount, meliputi:</td>
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</tr>
<tr>
<td></td>
<td>a. Reorientation</td>
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<td>2.3 Menunjukkan perilaku tanggung jawab, peduli,</td>
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<td>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
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</tbody>
</table>
| 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan padateks *recount* sederhana tentang pengalaman/kejadi an/ peristiwa, sesuai dengan konteks penggunaannya.
| 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan

<table>
<thead>
<tr>
<th>b. Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Orientation</td>
</tr>
<tr>
<td>d. Chronological adverb of time (first, next, before, after, then, etc.)</td>
</tr>
<tr>
<td>e. Past continuous/progressive tense</td>
</tr>
<tr>
<td>f. Action verb (went, eat, jumped, etc.)</td>
</tr>
</tbody>
</table>

| Mempertanyakan cara pembuatan atau mendesain sebuah mind map |

<table>
<thead>
<tr>
<th><strong>Mengeksplorasi (Exploring)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The use of simple past tense</td>
</tr>
<tr>
<td>b. The use of Past perfect tense</td>
</tr>
<tr>
<td>c. Action verb (went, eat, jumped, etc.)</td>
</tr>
<tr>
<td>d. Chronological adverb of time (first, next, before, after, then, etc.)</td>
</tr>
</tbody>
</table>

| d. Past continuous/progressive tense |

| Cara membuat mind map untuk pembuatan teks *recount* |

<table>
<thead>
<tr>
<th>dengan teks lain</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Merinci dan menerangkan fungsi sosial, struktur bagian serta ciri-ciri kebahasaan dari teks recount</td>
</tr>
<tr>
<td>6. Mengurutkan struktur bagian teks recount</td>
</tr>
<tr>
<td>7. Menganalisis ide pokok dan detail-detail yang terdapat dalam sebuah teks recount</td>
</tr>
<tr>
<td>8. Merancang pembuatan teks recount dengan teknik mind-mapping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Instruksi penulisan: Write a personal recount text based on the theme given. The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words. The time for writing is 60 minutes. Check your writing before submitting to the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa</td>
</tr>
<tr>
<td>• Buku paket siswa</td>
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</tbody>
</table>
unsur kebahasaan, secara benar dan sesuai dengan konteks

<table>
<thead>
<tr>
<th>unsur kebahasaan, secara benar dan sesuai dengan konteks</th>
<th>lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengasosiasi (Associating)</strong></td>
<td><strong>Mengasosiasi (Associating)</strong></td>
</tr>
<tr>
<td>★ Secara berpasangan siswa saling menganalisis teks <em>recount</em> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</td>
<td>★ Secara berpasangan siswa saling menganalisis teks <em>recount</em> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</td>
</tr>
<tr>
<td>★ Siswa memperoleh balikan (<em>feedback</em>) dari guru dan teman tentang hasil analisis yang disampaikan.</td>
<td>★ Siswa memperoleh balikan (<em>feedback</em>) dari guru dan teman tentang hasil analisis yang disampaikan.</td>
</tr>
<tr>
<td>★ Mendiskusikan kata kerja bentuk past yang akan digunakan dalam mind map.</td>
<td>★ Mendiskusikan kata kerja bentuk past yang akan digunakan dalam mind map.</td>
</tr>
</tbody>
</table>

Mengkomunikasi
(Communicating)
- Siswa mengkaitkan isi teks recount dengan kehidupan sehari-hari
- Siswa mengklarifikasi definisi, struktur bagian dan struktur kebahasaan dari teks recount

Merefleksi (Reflecting)
- Menyebutkan dan menjelaskan kembali tentang definisi, struktur teks dan cirri kebahasaan dari teks recount
- Memberikan konfirmasi tentang jawaban yang benar dari soal cirri kebahasaan
- Siswa mendapatkan feedback dari guru tentang tenses dalam recount dan pembuatan mind map
LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah : SMA Negeri 11 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Recount Text
Pertemuan : 1 dan 2 (Cycle 1)
Alokasi waktu : 4 x 45 menit

A. KOMPETENSI INTI
Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/ peristiwa, sesuai dengan konteks penggunannya.
4.14. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. INDIKATOR

1. Menjelaskan definisi teks recount (C1)
2. Mengidentifikasi tenses yang digunakan dalam teks recount (C1)
3. Mempelajari penggunaan teknik mind-mapping (C1)
4. Mencirikan dan membedakan teks recount dengan teks lain (C2)
5. Merinci dan menerangkan fungsi sosial, struktur bagian serta ciri-ciri kebahasaan dari teks recount (C2)
6. Mengurutkan struktur bagian teks recount (C3)
D. TUJUAN PEMBELAJARAN
Di akhir pembelajaran, siswa diharapkan mampu:
1. Memahami definisi, struktur teks, dan unsure kebahasaan dari teks recount
2. Mencirikan dan membedakan teks recount dengan teks lain seperti narrative, descriptive dan lain-lain
3. Menganalisis dan mengidentifikasi ide pokok dan detail-detail dalam sebuah teks recount
4. Memahami dan mengidentifikasi penggunaan simple past, past progressive, dan past perfect dalam teks recount
5. Membuat kalimat dengan menggunakan simple past, past progressive, dan past perfect
6. Memahami penggunaan teknik mind-mapping untuk menulis teks
7. Melakukan kegiatan pre-writing dengan menggunakan mind map
8. Menyusun teks recount dari mind map yang telah dibuat secara individu

E. MATERI PEMBELAJARAN
1. Definition of Recount Text
Recount text is a piece of writing that tells events in a chronological sequence. It tells about an event in the past. A recount text is a piece of text that retells past events, usually in the order in which they happened.

The purpose of recount text is to give a description of what occurred and when it occurred. It is also to inform an account of events in the past. In addition, the communicative purpose of recount text is to tell the readers what happened in the past through a sequence of events.

2. Kinds of Recount Text
Recount text can be categorized to:
   a. Personal recount
      It is retelling activities that the writer has been personally involved, e.g. diary or personal letter.
   b. Factual recount
      It is reporting the particular incident by reconstructing factual information, e.g. police reconstruction of accident, biography, autobiography, historical essay, and past event report.
   c. Procedural recount
It is recording the steps in an investigating or experiment and thereby providing the basis of reporting results and findings.

d. Imaginative recount

The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of pirates.

e. Literary recount

It is retelling a series of events for the purpose entertaining, e.g. novel.

3. The Generic Structures of Recount Text

a. Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

b. Events

Tell what happened and in what sequence

c. Reorientation

It consists of optional-closure of events/ending.

<table>
<thead>
<tr>
<th>Title</th>
<th>Summer holiday in Pangandaran beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last summer holiday, I and my sisters and brothers went to Pangandaran beach in West Java. We went there by car. We left the house at 7.00 in the morning. My sister prepared the foods for our lunch before going to the beach in order to save our money.</td>
</tr>
<tr>
<td>Events</td>
<td>A long the way to get to the beach, my brother as the driver played the music in order to cheer us up. At 12.00 we stopped for the break. We had our lunch and pray Zuhur. After that, we continued to get to the beach again. We arrived at Pangandaran beach at 4.00 in the afternoon. We felt very tired and decided to take a rest first. We started our trip in Pangandaran beach in the next morning. We went to Lanang cave on the other side of the island. We used small motor boat to get there. After we felt satisfied with the cave, we continued our trip to BatuHiu beach. We only took some pictures there because the coast guard did not allow us to swim in the beach caused by the high</td>
</tr>
</tbody>
</table>
waves and many coral reefs can hurt us.

| Re-orientation | In the afternoon, we decided to go back home. I got little worry because I got stomachache along the trip. But I felt happy because it was my first experience going to Pangandaran beach. |

---

4. **Struktur Kebahasaan atau Language Feature of Recount Text**

- The use of simple past tense
- The use of Past perfect tense
- Action verb (went, eat, jumped, etc.)
- Chronological adverb of time (first, next, before, after, then, etc.)
- Past continuous/progressive tense

   a. **Simple past tense**
      To show something that happened in the past, e.g. “I went to school by bus yesterday”
      To express an action wholly completed in the past, e.g. “they sang and danced all night”

   b. **Past continuous/progressive tense**
      The past continuous shows an action that is going on at certain time in the past, e.g. “I was cleaning the floor when my father arrived”

   c. **Past perfect**
      It shows two actions – on taking place after the other and at certain point of time in the past, e.g. “when I bought the cake, she had already had her dinner”.

---

F. **METODE DAN PENDEKATAN**

- Teknik : Mind mapping

G. **MEDIA, ALAT, DAN SUMBER**

1. **Media**
   Handout materi recount text, slide power point

2. **Alat**
   Spidol, whiteboard

3. **Sumber pembelajaran**
**H. KEGIATAN**

<table>
<thead>
<tr>
<th>Jenis Kegiatan</th>
<th>Pertemuan</th>
<th>Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>-</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
|                |           | • Memberi salam  
|                |           | • Menyiapkan siswa dan media KBM  
|                |           | • Kegiatan apersepsi  
|                |           | • Menanyakan kabar  
|                |           | • Menanyakan tentang pelajaran yang telah dipelajari sebelumnya  
|                |           | • Menyampaikan indicator pembelajaran  
| Inti Pertama   |           | Mempertanyakan (Questioning)  
|                |           | • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa dalam pelajaran Bahasa Inggris  
|                |           | • Siswa mempertanyakan mengenai struktur general teks dan struktur kebahasaan dari teks recount  
|                |           | Mengeksplorasi (Exploring)  
|                |           | • Siswa membaca dan mengamati contoh teks recount yang ditampilkan  
|                |           | • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks  
|                |           | • Siswa membaca teks recount dengan menggunakan unsur kebahasaan yang tepat  
|                |           | Mengasosiasi (Associating)  

- http://www.belajarbahasainggris.us/2014/02/recount-text-penjelasan-contoh-lengkap.html
- Handout Lembar Kerja Siswa
- Buku paket siswa
<table>
<thead>
<tr>
<th>Kedua</th>
<th>Mempertanyakan (Questioning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dengan bimbingan dan arahan</td>
</tr>
<tr>
<td></td>
<td>guru, siswa mempertanyakan</td>
</tr>
<tr>
<td></td>
<td>antara lain perbedaan tenses</td>
</tr>
<tr>
<td></td>
<td>yang digunakan dalam teks</td>
</tr>
<tr>
<td></td>
<td>recount</td>
</tr>
<tr>
<td></td>
<td>Mempertanyakan cara pembuatan</td>
</tr>
<tr>
<td></td>
<td>atau mendesign sebuah mind</td>
</tr>
<tr>
<td></td>
<td>map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mengeksplorasi (Exploring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa mencoba mencari dan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
menyebutkan kata kerja yang biasa digunakan dalam teks recount

- Siswa mengamati perbedaan regular dan irregular verb
- Siswa secara individu mencoba membuat mind map sebagai kegiatan pre-writing
- Siswa secara individu menuliskan teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

**Mengasosiasi (Associating)**

- Siswa secara berpasangan mendiskusikan contoh teks recount dan menganalisis tenses yang digunakan
- Siswa mendiskusikan kata kerja bentuk past yang akan digunakan dalam mind map
- Siswa merancang sebuah mind map berdasarkan tema yang berhubungan dengan pengalaman pribadi siswa

**Mengkomunikasi (Communicating)**

- Siswa mengaitkan beberapa kata kerja dengan tema yang telah ditentukan dalam sebuah mind map

**Merefleksi (Reflecting)**

- Siswa mendapatkan feedback dari guru tentang tenses dalam recount
I. EVALUASI

Penilaian diambil berdasarkan:

1. Tugas individu: 100%
   Bentuk instrument penilaian: Test tertulis
   Rincian tugas: membuat Recount text

2. Instruksi penulisan:
   a. Write a personal recount text based on the theme given
   b. The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
   c. The time for writing is 60 minutes
   d. Check your writing before submitting to the teacher

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27 - 30</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td></td>
<td>22 - 26</td>
<td>Good to average</td>
</tr>
<tr>
<td></td>
<td>17 - 21</td>
<td>Fair to poor</td>
</tr>
<tr>
<td></td>
<td>13 - 16</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sure knowledge of subject, adequate range limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited knowledge of subject, little substance, inadequate development topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive,</td>
</tr>
<tr>
<td>Form</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>18 – 20</td>
<td><strong>Excellent to very good</strong></td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing cohesive</td>
</tr>
<tr>
<td>14 - 17</td>
<td><strong>Good to average</strong></td>
<td>Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.</td>
</tr>
<tr>
<td>10 - 13</td>
<td><strong>Fair to poor</strong></td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development</td>
</tr>
<tr>
<td>00 - 05</td>
<td><strong>Very poor</strong></td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary/style</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 20</td>
<td><strong>Excellent to very good</strong></td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
</tr>
<tr>
<td>14 - 17</td>
<td><strong>Good to average</strong></td>
<td>Adequate range, effective word or idiom form, choice, usage but meaning confused or obscured</td>
</tr>
<tr>
<td>10 - 13</td>
<td><strong>Fair to poor</strong></td>
<td>Limited range, frequent error odd word/idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td>07 - 09</td>
<td><strong>Very poor</strong></td>
<td>Essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 25</td>
<td><strong>Excellent to very good</strong></td>
<td>Effective, complex contractions, few errors of agreement, tense, number, word, order/function, articles, pronouns, preposition.</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>18 - 21</td>
<td><strong>Good to average</strong></td>
<td>Effective but simple constructions, minor problem complex construction, several error agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.</td>
</tr>
<tr>
<td>11 - 17</td>
<td><strong>Fair to poor</strong></td>
<td>Major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, prepositions and/or fragment, run-ons, deflection or obscured.</td>
</tr>
<tr>
<td>05 - 10</td>
<td><strong>Very poor</strong></td>
<td>Virtually no mastery of sentence constructions rule, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>5</td>
<td><strong>Excellent</strong></td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td><strong>Good to average</strong></td>
<td>Occasional errors of spelling, punctuation, capitalization, but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td><strong>Fair to poor</strong></td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning, confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td><strong>Very poor</strong></td>
<td>No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah : SMA Negeri 11 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Recount Text
Pertemuan : 3 dan 4 (Cycle 2)
Alokasi waktu : 4 x 45 menit

A. KOMPETENSI INTI
Mengolah, menalar, dan menyaji dalam ranah konkretnya dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.


4.14. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. INDIKATOR

1. Mengidentifikasi tenses yang digunakan dalam teks recount (C1)
2. Menyebutkan beberapa verb atau kata kerja dalam teks recount (C1)
3. Mengidentifikasi penggunaan regular dan irregular verb dalam teks recount (C1)
4. Menerapkan penggunaan teknik mind-mapping dalam pembuatan teks recount (C3)
5. Mengaitkan beberapa kata kerja dengan tema yang diberikan dengan menggunakan mind map (C3)
6. Merancang teks recount dengan teknik mind-mapping (P2)

D. TUJUAN PEMBELAJARAN
Diakhir pembelajaran, siswa diharapkan mampu:
1. Memahami penggunaan simple past, past progressive, dan past perfect
2. Membuat kalimat dengan menggunakan simple past, past progressive, dan past perfect
3. Mengidentifikasi penggunaan dan menyebutkan contoh regular dan irregular verb
4. Mengaitkan dan menggabungkan beberapa kata kerja yang sesuai dengan tema menjadi beberapa kalimat dan paragraph teks recount
5. Melakukan kegiatan pre-writing dengan menggunakan mind map
6. Menyusun teks recount dari mind map yang telah dibuat secara individu

E. MATERI

1. Simple past tense
To show something that happened in the past, e.g. “I went to school by bus yesterday”
To express an action wholly completed in the past, e.g. “they sang and danced all night”
The pattern:
Statement : Subject + Verb 2 + Object
(e.g. I bought fruits yesterday)
Negative : Subject + did not + Verb 1 + Object
(e.g. I did not go to market yesterday)
Interrogative : Did + Subject + Verb 1 + Object
(e.g. did you bring your book?)

2. Past continuous/progressive tense
The past continuous shows an action that is going on at certain time in the past, e.g. “I was cleaning the floor when my father arrived”
The pattern:
Statement : Subject + was/were + Verb-ing + Object
(Linda was cooking fried rice)
Negative : Subject + was/were not + Verb-ing + Object
(Mario and Andy were not studying English in the study room)
Interrogative : was/were + Subject + Verb-ing + Object?
(was Ana doing her homework?)
3. Past perfect

It shows two actions – one taking place after the other and at certain point of time in the past, e.g. “when I bought the cake, she had already had her dinner”.

The pattern:
Statement : Subject + had + Verb 3 + Object  
(e.g. Vina had already eaten when his friend arrived)
Negative : Subject + had not +Verb 3 +Object  
(e.g. Fauzy had not already cut her hair when the teacher came)
Interrogative : Had + Subject + Verb 3 + Object  
(e.g. Had Luna already bought the story book?)

Games: write some activities related to the word in the cycle! Use past verb!
F. METODE DAN PENDEKATAN
   ✓ Teknik : Mind mapping

G. MEDIA, ALAT DAN SUMBER

1. Media
   Handout materi recount text, slide power point

2. Alat
   Spidol, whiteboard

3. Sumber pembelajaran
   • http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html
   • http://www.belajarbahasainggris.us/2014/02/recount-text-penjelasan-contoh-lengkap.html
   • Buku Paket Look Ahead Erlangga
   • Handout Lembar Kerja Siswa
   • Daftar kata kerja irregular verb

H. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Jenis Kegiatan</th>
<th>Pertemuan</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Awal           | -         | • Memberi salam  
|                |           | • Menyiapkan siswa dan media KBM  
|                |           | • Kegiatan apersepsi  
|                |           | ✓ Menanyakan kabar  
|                |           | ✓ Menanyakan tentang pelajaran yang telah dipelajari  
|                |           | tentang recount dan tenses yang digunakan dalam teks  
|                |           | • Menyampaikan indicator pembelajaran | 10 menit |
| Inti Ketiga    |           | Mempertanyakan (Questioning)  
|                |           | • Dengan bimbingan guru, siswa menanyakan penggunaan tenses yang digunakan dalam teks recount  
<p>|                |           | • Menanyakan perbedaan dan pola kalimat dalam simple past, past progressive dan past perfect | 75 menit |</p>
<table>
<thead>
<tr>
<th>Keempat</th>
<th>Mempertanyakan (Questioning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa menanyakan tentang cara pembuatan mind map</td>
</tr>
<tr>
<td></td>
<td>Guru menanyakan kegiatan-kegiatan yang berkaitan dengan tema yang diberikannya itu “the best holiday”</td>
</tr>
<tr>
<td></td>
<td>75 menit</td>
</tr>
</tbody>
</table>

Mengkomunikasi (Communicating)
- Guru dan siswa mendiskusikan kata kerja regular dan irregular verb

Menerapkan (Applying)
- Siswa mencoba mengingat momen liburan dengan kegiatan-kegiatan yang dilakukan

Mengasosiasikan (Associating)
- Mengaitkan dan memasangkan present verb (V1) dengan past verb (V2) dan participle verb (V3)
- Mengisi kalimat rumpang dengan kata kerja bentuk kedua (V2)

Mengetahui (Understanding)
- Siswa mengidentifikasi dan mencoba menjawab pertanyaan tentang penggunaan simple past, past progressive dan past perfect
- Mencari pasangan regular dan irregular verb
- Membuat draft penulisan teks recount berdasarkan kata kerja yang berkaitan dengan tema yang diberikan yaitu “the best holiday”

Mengetahui (Recognizing)
- Menanyakan penggunaan regular dan irregular verb

Keempat

Mengkomunikasi (Communicating)
- Guru dan siswa mendiskusikan kata kerja regular dan irregular verb

Menerapkan (Applying)
- Siswa mencoba mengingat momen liburan dengan kegiatan-kegiatan yang dilakukan

Mengeksplorasi (Exploring)
- Siswa mencoba mengingat momen liburan dengan kegiatan-kegiatan yang dilakukan

Mengasosiasikan (Associating)
- Mengaitkan dan memasangkan present verb (V1) dengan past verb (V2) dan participle verb (V3)
- Mengisi kalimat rumpang dengan kata kerja bentuk kedua (V2)

Mengetahui (Understanding)
- Menanyakan penggunaan regular dan irregular verb

Keempat

Mengkomunikasi (Communicating)
- Guru dan siswa mendiskusikan kata kerja regular dan irregular verb

Menerapkan (Applying)
- Siswa mencoba mengingat momen liburan dengan kegiatan-kegiatan yang dilakukan

Mengeksplorasi (Exploring)
- Siswa mencoba mengingat momen liburan dengan kegiatan-kegiatan yang dilakukan

Mengasosiasikan (Associating)
- Mengaitkan dan memasangkan present verb (V1) dengan past verb (V2) dan participle verb (V3)
- Mengisi kalimat rumpang dengan kata kerja bentuk kedua (V2)
| Siswa mencari kata kerja yang berkaitan dengan kata yang diberikan pada saat game dimulai |
| Siswa mencari kata kerja yang berkaitan dengan kegiatan liburan yang paling berkesan |
| Membuat atau mendesign mind map berdasarkan tema yang diberikan, yaitu “the best holiday” |

**Mengasosiasi (Associating)**
- Siswa mengubah kata kerja bentuk pertama menjadi kata kerja bentuk regular atau irregular
- Siswa menghubungkan beberapa kegiatan dengan tema yang diberikan
- Menghubungkan dan menggabungkan beberapa kata kerja kegiatan menjadi beberapa kalimat

**Mengkomunikasi (Communicating)**
- Siswa mendiskusikan kata kerja kegiatan yang berkaitan dengan tema liburan yang paling berkesan
- Siswa dan guru mendiskusikan pembuatan mind map

**Mereflexksi (Reflecting)**
- Guru memberikan arahan dan mengkoreksi hasil kerja siswa
- Guru memberikan feedback tentang cara pembuatan mind map dan hasil kerja siswa

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mengumpulkan tugas secara tertib</td>
</tr>
<tr>
<td>Guru menutup kegiatan pembelajaran dengan pengharapan agar pelajaran dapat bermanfaat bagi siswa</td>
</tr>
<tr>
<td>Mengingatkan siswa untuk mempersiapkan diri menghadapi 5 menit</td>
</tr>
</tbody>
</table>

Penutup
post-test writing dan membawa kamus pada pertemuan selanjutnya

- Berdoa

I. EVALUASI
Penilaian diambil berdasarkan:

1. Tugas individu: 100%
   Bentuk instrument penilaian: Test tertulis
   Rincian tugas: membuat *Recount text*

2. Instruksi penulisan:
   a. Write a personal recount text based on the theme given
   b. The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
   c. The time for writing is 60 minutes
   d. Check your writing before submitting to the teacher
**PRE-OBSERVATION NOTES FOR NEED ANALYSIS**

*Action*: Pre-Observation  
*Dates*: Tuesday, September 6\(^{th}\), 2016  
*Time*: 10.15 – 11.45 a.m.  
*Topic*: Descriptive (Describing People)

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Listening to the teacher’s explanation about Descriptive text material and the example of describing people  
  • Read loudly their own text in the front of the class | • Students are involved into individual work to write their own writing  
  • One by one some students read their own text loudly in the front of the class, others were listening.  
  • Answer teacher’s question about the text which was just read. | • Explained Descriptive material, such as definition and schematic structure.  
  • Gave example of descriptive text orally to encourage students to make it individually.  
  • Asked students to write their own text. | • Most of students did not pay attention to the teacher’s explanation because of bored and sleepy.  
  • The teacher did not give any written example of Descriptive text. She only gave it orally.  
  • Most of students did not do the writing well because of confusion how to start the writing.  
  • Some of them asked other classmates to know their ideas.  
  • Some of the students in back seat opened their mobile phone for cheating.  
  • The teacher mostly liked to dominate the classroom. |
**LEMBAR OBSERVASI AKTIVITAS SISWA**

(CYCLE I)

Hari dan tanggal : 13 September 2016  
Waktu : 10.15 – 11.30  
Observer : Dalilah Siskayanti, S.Pd.

<table>
<thead>
<tr>
<th>No.</th>
<th>Hal yang Diamati</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Keaktifan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Siswa aktif mencatat materi pelajaran</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>b. Siswa aktif bertanya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Siswa aktif mengajukan ide</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Perhatian siswa:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Diam, tenang</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>b. Terfokus pada materi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Antusias</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Penugasan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Mengerjakan semua tugas latihan</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>b. Siswa mengerjakan tugas pembuatan mind-map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Ketepatan mengumpulkan tugas sesuai waktunya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Mengerjakan sesuai perintah</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Motivasi:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Termotivasi untuk mencoba membuat mind-map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Membuat teks recount dengan menggunakan teknik mind-mapping</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ketertarikan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Tertarik pada materi yang disajikan dan penggunaan teknik mind-mapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Tertarik untuk membuat mind-map</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:

4 : Sangat Baik  
3 : Baik  
2 : Tidak Baik  
1 : Sangat Tidak Baik

Observation form adapted from www.slideshare.net/nuruana/1-lembarobservasiptk
LEMBAR OBSERVASI AKTIVITAS SISWA
(CYCLE II)

Hari dan tanggal : 18 October 2016
Waktu : 10.15 – 11.30
Observer : Dalilah Siskayanti, S.Pd.

<table>
<thead>
<tr>
<th>No.</th>
<th>Hal yang Diamati</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Keaktifan:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a. Siswa aktif mencatat materi pelajaran</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Siswa aktif bertanya</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>c. Siswa aktif mengajukan ide</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Perhatian siswa:</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>a. Diam, tenang</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>b. Terfokus pada materi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>c. Antusias</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Penugasan:</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>a. Mengerjakan semua tugas latihan</td>
<td>✓</td>
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<tr>
<td></td>
<td>b. Siswa mengerjakan tugas pembuatan mind-map</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>c. Ketepatan mengumpulkan tugas sesuai waktunya</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>d. Mengerjakan sesuai perintah</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Motivasi:</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>a. Termotivasi untuk mencoba membuat mind-map</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>b. Membuat teks recount dengan menggunakan teknik mind-mapping</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Ketertarikan:</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>a. Tertarik pada materi yang disajikan dan penggunaan teknik mind-mapping</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>b. Tertarik untuk membuat mind-map</td>
<td>✓</td>
</tr>
</tbody>
</table>

Keterangan:

4 : Sangat Baik
3 : Baik
2 : Tidak Baik
1 : Sangat Tidak Baik
Kondisi Menikuk Icigatan
Pembelajaran Bat Pra Pembelajaran
Sampai Icigatan Pembelajaran.

Interaksi: Hampir semua siswa berdiskusi dengan teman sekelompok mengenai teks recount dan pembuatan mind-map.
- Siswanya ramai saat membuat mind-map.

Antusias: Masih perlu diupayakan untuk membuat siswa bertanya tentang kesulitan yang dihadapi.
- Cukup antusias dalam menjawab pertanyaan guru dan saat membuat mind-map.

Partisipasi: Semua siswa berpartisipasi membuat mind-map mereka masing-masing.
- Beberapa siswa aktif menjawab pertanyaan guru.
Field Note

Students' Participation: the students enjoy and do the activities seriously.
- All of students participate in the mind-mapping game.
- Some students tried to make their own past-sentences on the white-board.

Students' Interaction: Students always give the interaction with the others.
- Not too crowded like in the first cycle. They were more active and calmer.

Students' Enthusiasm: Students have motivation and enthusiasm to join English lesson because they want to know more the language focus specially for any kind of the Tense.
- They were very enthusiasm doing the exercise and when they were playing game (mind-mapping game).
KISI-KISI PENULISAN SOAL PRETEST DAN POSTTEST 1 CLASSROOM ACTION RESEARCH

KELAS X SEMESTER GANJIL TAHUN AJARAN 2016/2017

Nama Sekolah : SMA Negeri 11 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : KTSP 2013

Alokasi waktu : 2 x 45 Menit
Jumlah Soal : 1 (Satu)
Semester : 1 (Ganjil)

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>JENIS SOAL</th>
<th>NOMOR</th>
<th>JUMLAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancer dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative dan procedure.</td>
<td>1. Membuat kerangka mind map sebagai pre-writing teks recount</td>
<td>ESSAY</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

117
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>JENIS SOAL</th>
<th>NOMOR</th>
<th>JUMLAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancer dan</td>
<td>1. Membuat kerangka mind map sebagai pre-writing teks recount</td>
<td>ESSAY</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan</td>
<td>2. Membuat draft penulisan text recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sehari-hari dalam teks berbentuk: recount, narrative dan procedure.</td>
<td>3. Menyusun teks recount secara individu</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Nama Sekolah : SMA Negeri 11 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : KTSP 2013
Alokasi Waktu : 2 x 45 Menit
Jumlah Soal : 1 (Satu)
Semester : 1 (Ganjil)
THE INSTRUMENT OF PRETEST

Name = Khairi Al Rasyid Senosa
Class = X. Min 2

Write a personal recount text based on the topic given!

“The Worst Experience”

Accident: Motorcycle

In one day, I and my friends played football in the field on Saturday. My friends and I played with very passion and reach win. We are very happy because we are win and we due to earn money. While it's fun adverse events that occurred on Saturday afternoon.

On Saturday afternoon, we are experience accident on the way back to home. The accident is the motorcycle accident. The accident resulted in my friend’s broken bike. Me and my friends we injured quite badly. My friends get blisters and I get a wound in my leg. It's very hurt. Me and my friends get first aid by local people.

With the state of the injured eventually I came home escorted by my friend. Arriving at my house I scolded by my mother. After that my mother tell me to get treatments. And finally I did not going to school one week. And it became worst experience for me.

This is my story. Where your story?

C: 23
F: 14
V: 14
G: 13
M: 4

68
Name = Khalid Al Rasyid Sailors
Class = X Mmad 2

Instruction:
- Write a personal recount text with the theme is "The Most Memorable Event in Junior High School" based on the mind-map you have made
- The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
- The time for writing is 60 minutes
- Check your writing before submitting to the teacher

Graduations

On Tuesday 2018, I and my friends carried out the graduation in the Building Pusdiklat. I want the last day I met with my friends be the day that is not forgotten. When I and friends got there, we looked for a place to sit. After that, we followed the event with wisdom.

Although we followed the event while kidding and joking. Until at the time we also called on the stage one by one to receive medals by my teacher. After the shared medals, me, my friends and my teachers took the picture. We took a picture with pose a smile. We were very happy.

After that I and my friends went to take the food and ate together in there. After ate together, we went to mosque for praying. Finished the prayer, we pray for each other to obtained the desired school. After the prayer, we went back to the building Pusdiklat.

Upon arrived, we played the handphone games together. We chatted together, and we laughed together. We are very happy. Do not feel it is a time after noon. We immediately rushed to pray in mosque. After prayers, we got ready to went home.

Me and my friends went to home each. My feeling is mixed out happy and sad, because it is the last day we are met. I waited my grandfather to picked me. I very bored to waited my grandfather. Finally, I reach home with motorcycle with my feeling of mixed our sad and happy.
Name = Khalid Al Rasiqid S
Class = X, Mia 2

Instruction:
- Write a letter for your abroad friend with the theme is "The Best Holiday" based on the mind-map you have made
- The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
- The time for writing is 60 minutes
- Check your writing before submitting to the teacher

Going to Yogjakarta

One year ago, I and my friends and my teachers went to Yogyakarta. We went there by the 
3 bus. We gathered in field near the school at 4:30 in the morning. My teacher prepared the food and drinks 
for breakfast and lunch.

After that, we prayed salatul jummah together. After prayer, we went to Yogyakarta. 
Along the way, my teacher played the music and we sang together, but most of the time played mobile own. At 12:00 we stopped to lunch and prayed salatul zuhr together. After I woke up, I was sick and 
body felt dizzy.

We arrived at Yogyakarta at 10:00 in the evening. We felt very tired 
and decided to (went to) the hotel to check in there. When 
we got there, we directly to prayed maghrib together. After 
prayer, we dinner together while listened the music. After 
finished the dinner, I directly drank the drug. After that 
we went from each to sleep. Bad luck came to my friend 
and me, we overslept. We directly bath and breakfast 
quickly. After breakfast, we check out from the hotel, but 
before we check out, we took the picture with my teacher.

After took the picture, we decided to go home. Pleasure was not ended because we stopped to bought "Oleh-oleh". Me and my 
friends bought very much. Our money left a little. After 
finishing, we decided to back to bus to continued to jogja back home.

In the morning, we arrived in Jakarta. We directly home each 
I got little worry along the trip because I got sick. But I felt very 
happy because the holiday very...very...very enjoyable...! ;}
THE INSTRUMENT OF PRETEST

Name = Zahrotul Fitriyah
Class = X. Mia 2

Write a personal recount text based on the topic given!

"The Worst Experience"

The Worst Value

My name is Zahrotul Fitriyah. I go to school at SMAN 11 Tangerang Selatan. Before I was in senior high school, I go to school at MI's N. Tangerang Selatan. I want to talk about the incident I got bad value in junior high school.

Elementary school time period, I like the math. But when I go to junior high school, I always get bad value. Math is always bad because the teacher is not easy and never entered into my brain every learning. Me and my friend were getting bad value in law in front of the class and got an additional task.

I am so ashamed because my friend does not like the math to get good value. Since then I am like math again though the teacher does not feel good in teaching. As well as shame also to my friend who get good value.

C: 22
F: 11
V: 9
G: 15
M: 15
G: 2
Name = Zahrotul Fitriyah
Class = X : MIA 2

Instruction:
- Write a personal recount text with the theme is “The Most Memorable Event in Junior High School” based on the mind-map you have made
- The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
- The time for writing is 60 minutes
- Check your writing before submitting to the teacher

Memories of Graduation

On 29th May 2016, My Junior High School held a release. Release students MTsN Pamulang held in the Posdiklat TNI. This event was attended by students, teachers, and parents. The graduation ceremony for farewell and thanks giving together. Graduation done because as a memorial to those who had become students MTsN Pamulang.

A lot about who performed at the time of graduation, of which there are appearances of students MTsN Pamulang. There is a recitation from the Quran, traditional dance, saman dance, marawis, hadroh, etc. Besides, there is welcome from principals, vice-principals, teachers part of student, school committees, and some officials in the southern city of Tangerang. After the performances finished, and is a thanks giving ceremony to release MTsN Pamulang students who will take the school to a higher level. After the celebration, the next watched video footage and photos of students MTsN Pamulang as memories that have occurred in MTsN Pamulang.

Then the last event is an event embedding and photographs with classmates as well as the guardian class. In addition to a photo with classmates and homeroom, we also took photos with friends who had attended the graduation ceremony of students MTsN Pamulang.

Release event MTsN Pamulang graduation students have become a precious memory in my life. And I’m feeling happy already because a students MTsN Pamulang well as sad good bye to friends in MTsN Pamulang.
Name = Zahrotul Fitriyah

Class = X - MIA 2

Instruction:
- Write a letter for your abroad friend with the theme is “The Best Holiday” based on the mind-map you have made
- The text should be in, at least, three (3) paragraphs (orientation, events and re-orientation) and 200 words
- The time for writing is 60 minutes
- Check your writing before submitting to the teacher

Going to Borobudur Temple

School holidays, my family and I went to Borobudur Temple in Yogyakarta, Central Java. We went there by car. We left the house at 5:00 in the morning. My mother prepared the foods for our lunch before going to the borobudur temple. In order to save our money, Borobudur temple is an Indonesian cultural heritage, so my family deliberately spend a holiday in the region of Central Java.

A long the way to get to the borobudur temple, my father as the driver played the music in order to cheer us up. At 12:00 we stopped for the break. We had our lunch and pray zuhar and asar. After that, we continued to get to the borobudur temple again. We arrived at Yogyakarta at 6:00 in the afternoon. We rest and spend the night in a villa. The next morning, we went to the borobudur temple. We arrived at Borobudur temple at 10:00 in the morning. While at the Borobudur Temple, our family took a photo in addition to any family photos we took some relief image of the building. Don’t forget to return, before going home we buy a unique souvenir of Yogyakarta.

In the afternoon, we decided to go back home. Long journey to make myself very tired. But I am very happy to visit the borobudur temple and can take some relief image of the building.
### The Result of Students’ Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>1</th>
<th>%</th>
<th>2</th>
<th>%</th>
<th>3</th>
<th>%</th>
<th>4</th>
<th>%</th>
<th>5</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teknik mind map merupakan teknik yang baru saya ketahui</td>
<td>2</td>
<td>5.70%</td>
<td>13</td>
<td>37.10%</td>
<td>11</td>
<td>31.40%</td>
<td>8</td>
<td>22.90%</td>
<td>1</td>
<td>2.90%</td>
</tr>
<tr>
<td>2</td>
<td>Saya pernah menggunakan teknik mind map untuk menulis teks</td>
<td>4</td>
<td>11.40%</td>
<td>25</td>
<td>71.40%</td>
<td>5</td>
<td>14.30%</td>
<td>1</td>
<td>2.90%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Saya merasa lebih mudah menulis dengan menggunakan teknik mind map</td>
<td>13</td>
<td>37.10%</td>
<td>16</td>
<td>45.70%</td>
<td>6</td>
<td>17.20%</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Teknik mind map mempermudah saya dalam memilih tema yang akan saya tulis.</td>
<td>13</td>
<td>37.10%</td>
<td>17</td>
<td>48.60%</td>
<td>5</td>
<td>14.30%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Teknik mind map membantu saya dalam menyusun tulisan yang saya buat</td>
<td>11</td>
<td>31.40%</td>
<td>19</td>
<td>54.30%</td>
<td>5</td>
<td>14.30%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Teknik mind map memerlukan waktu yang lama untuk dilakukan, sehingga membuang waktu</td>
<td>3</td>
<td>8.60%</td>
<td>4</td>
<td>11.40%</td>
<td>17</td>
<td>48.60%</td>
<td>10</td>
<td>28.60%</td>
<td>1</td>
<td>2.80%</td>
</tr>
<tr>
<td>7</td>
<td>Teknik mind map menarik bagi saya</td>
<td>5</td>
<td>14.30%</td>
<td>21</td>
<td>60%</td>
<td>9</td>
<td>25.70%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Saya merasa lebih percaya diri dalam mengungkapkan gagasan atau ide dengan menggunakan teknik mind map</td>
<td>5</td>
<td>14.30%</td>
<td>22</td>
<td>62.90%</td>
<td>7</td>
<td>20%</td>
<td>1</td>
<td>2.80%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Saya merasa lebih tertarik dalam menulis jika menggunakan teknik mind map</td>
<td>1</td>
<td>2.90%</td>
<td>22</td>
<td>62.80%</td>
<td>11</td>
<td>31.40%</td>
<td>1</td>
<td>2.90%</td>
<td>0</td>
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<tr>
<td>10</td>
<td>Menulis dengan menggunakan teknik mind map menjadi menyenangkan</td>
<td>4</td>
<td>11.40%</td>
<td>20</td>
<td>57.20%</td>
<td>11</td>
<td>31.40%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>Saya merasa lebih termotivasi untuk mendapatkan nilai yang lebih baik dalam skill menulis</td>
<td>8</td>
<td>22.90%</td>
<td>25</td>
<td>71.40%</td>
<td>2</td>
<td>5.70%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>12</td>
<td>Saya merasa termotivasi untuk menulis dengan menggunakan teknik mind map</td>
<td>6</td>
<td>17.10%</td>
<td>24</td>
<td>68.60%</td>
<td>5</td>
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<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>13</td>
<td>Saya merasa puas dengan hasil tulisan saya jika saya menggunakan teknik mind mapping</td>
<td>9</td>
<td>25.70%</td>
<td>20</td>
<td>57.20%</td>
<td>6</td>
<td>17.10%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>14</td>
<td>Saya akan terus menggunakan teknik mind mapping dalam menulis sebuah karangan</td>
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<td>8.60%</td>
<td>19</td>
<td>54.30%</td>
<td>10</td>
<td>28.50%</td>
<td>3</td>
<td>8.60%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Saya akan menggunakan teknik mind map untuk skill lain selain menulis</td>
<td>5</td>
<td>14.30%</td>
<td>20</td>
<td>57.10%</td>
<td>8</td>
<td>22.90%</td>
<td>2</td>
<td>5.70%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Mean: 17.52% 54.67% 22.47% 4.96% 0.38%
POST-CAR INTERVIEW
Interview with teacher after CAR

Date : Friday, October 28th, 2016

Time : 12.15

1. Bagaimana tanggapan Ibu tentang kondisi siswa saat pelajaran writing menggunakan Mind-Map?

   Yang setelah saya observasi, yang saya amati di kelas, mereka merasa enjoy dan sangat antusias, antara yang satu dengan yang lainnya saling berdiskusi tentang cara pembuatan mind map. Intinya mereka sangat senang dan saya pun senang lihatnya.

2. Apakah menurut Ibu, Mind-Map membantu pengajaran dan pembelajaran writing di kelas?

   Sangat membantu sekali. Tulisan mereka jadi lebih terstruktur ya.

3. Bagaimana kemampuan siswa Ibu setelah menerapkan teknik Mind-Mapping untuk skill writing?


4. Apakah menurut Ibu, penggunaan teknik Mind-Mapping ini memakan banyak waktu di kelas?

   Ya, tidak juga sih. Biarpun agak lama sebenarnya tetapi karena mereka enjoy dan saya juga merasa enjoy melihatnya, jadi tidak terasa kalau penggunaan teknik mind map ini membutuhkan waktu yang lama.

5. Apa saran Ibu terhadap penggunaan teknik Mind-Mapping di kelas?

   Saran saya, untuk menjelaskan tentang pembuatan mind map agar lebih diperjelas lagi dan kalau perlu tambahkan lagi informasi tentang mind-mappingnya biar lebih menarik untuk kanak-anak. Penggunaan mind mapping
ini harus kita laksanakan di kelas, karena saya lihat, anak-anak enjoy sekali ya membuat dan menggambar mind map-nya, dan penggunaan tekniknya bisa untuk teks-teks yang lain juga.
SURAT KETERANGAN
Nomor : 423.6/053/Kurikulum

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 11 Kota Tangerang Selatan menerangkan bahwa:

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Jenjang : Strata Satu (S1)
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Berikut Jadwal Kegiatan Pengumpulan Data :

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<th>No.</th>
<th>Tanggal</th>
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Demikian surat keterangan ini kami buat, agar dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Tangerang Selatan, 09 November 2016

Guru Pamong Mapel Bahasa Inggris

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