IMPLEMENTING MIND MAPPING TECHNIQUE TO DEVELOP
STUDENTS’ WRITING OF PROCEDURE TEXT
(A Classroom Action Research at the Ninth Grade Students of SMP Islam Ruhama
Cireundeu in Academic Year 2019/2020)

A Skripsi
Presented to the Faculty of Educational Sciences in Partial
Fulfillment of the Requirements for the Degree of S.Pd. (S-1)
in the English Education

Submitted By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the “skripsi” (Academic paper) entitled “Implementing Mind Mapping Technique to Develop Students’ Writing of Procedure Text (A Classroom Action Research at Ninth Grade students of SMP Islam Ruhama Cirundeu)”, written by Farid Fahmi, student’s registration number: 1115014000009, was examined by the committee on December, 13th 2019. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of S.P.d. (S-1) in English Language Education in the Department of English Education.

Jakarta, December, 13th 2019

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munafiqah.

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ABSTRACT


Advisor I : Dr. Ratna Sari Dewi, M.Pd.
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Keywords : Writing, Procedure Text, Mind Mapping

This study was aimed to find how Mind Mapping technique can develop students’ writing ability of procedure text at the ninth grade of IX-I class of SMP Islam Ruhama Ciputat in academic year 2019/2020. The Subject of this study was 30 students’ IX-I class. The researcher used the Classroom Action Research as a method of this study which adopted from Kemmis’ and McTaggart’s design. The study was conducted in two cycles and three meetings in each cycle. The data gathered in this study through observation sheet, interview guideline and test. The result of the study showed that there was the improvement of the students’ skill in writing procedure text through Mind Mapping technique. Most of the students gradually gained good scores in the second cycle. The score of Minimum Master Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75. The students’ mean score in the preliminary study was 62.2. The mean score in the first cycle was 76.1. The mean score in the second cycle was 81.27. Besides, it showed that there were 63.33% of students passed the KKM in the first cycle, and 93.33% of students achieved the KKM in the second cycle. It meant that this study had been reached the criteria of success; 75% of students could pass the KKM. Moreover, the class condition during the teaching-learning process was also better in every cycle. Besides, there was a positive response from the English teacher and the students about implementing the action. So, it could be concluded that Mind Mapping technique improves students’ skill in writing procedure text at the ninth grade of IX-I class of SMP Islam Ruhama Ciputat in academic year 2019/2020.
ABSTRAK


Dosen Pembimbing I : Dr. Ratna Sari Dewi, M.Pd.
Dosen Pembimbing II : Zaharil Anasy, M.Hum.

Kata Kunci : Menulis, Teks Prosedur, Teknik Mind Mapping

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The Researcher

Farid Fahmi
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CHAPTER I
INTRODUCTION

A. Background of Study

Writing skills is an essential part of communication. Excellent writing skills allow us to communicate messages clearly and efficiently reach a much larger audience than through face-to-face or phone conversation. In the 2013 curriculum (K-13), one of the competencies which consist of the syllabus in junior high school is the students are expected to produce their own text. There are various types of writing which should be learned by the students, such as descriptive text, procedures text, recount text, narrative text, and report. Procedure text is one of these text.\(^1\) Procedure text is a text that is designed to describe how something is accomplished through a sequence of actions or steps.\(^2\) It explains how to make or doing something in a sequence of steps.

The ability to write procedure text involves the ability to apply generic structure, lexicogrammatical features, and language components of writing such as fluency, grammar, content, vocabulary, and spelling. Sometimes, the students need to learn how to start their writing, and they do not have an idea of what to write. They can find difficulties with the sentence structure, how the sentences are linked together, and the student cannot arrange the steps of the writing procedure text.\(^3\) Likewise, in SMP Islam Ruhama, the researcher found some difficulties faced by students in writing English procedure texts was in explaining the steps. The students had to express the steps from the first step to the last. The students usually forgot the steps when they practice on procedure texts. It was because

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\(^2\) Rudi, Hartono. *Genre-Based Writing*. (Semarang: English Department, Faculty of Language and Art, Semarang State University, 2005), p. 6.

\(^3\) Muthmainnah. *Improving Ability In Writing Procedure Text Through Pictures At The Tenth Year Students of SMAN 3 Polewali Mandar*. Jurnal Pepatuzdu, Vol. 10, No. 1, (2015), p.32
they are generally taught in English procedure texts without using any media. So students' writing activity was not interesting.

Besides, those writing problems affected teachers often used traditional methods to teach writing. The teaching and learning process was the teacher-centered approach. The teacher-led the students too many exercises related vocabularies in their English textbooks instead of learning ideas, meaning, and coherence in writing. It could make the students bored. According to Jeremy Harmer, the overuse of a textbook and, thus, repeatedly follow the sequence in each unit may become boring, and the routine handbook will become increasingly monotonous.

Based on the explanation above, to solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. Sutanto Windura stated one of the methods or techniques that can be used to solve the problem in learning procedure text writing the mind map technique. A mind map is a graphic technique that enables us to explore our brain's ability to think and to learn. This technique was developed by a famous British psychologist, Tony Buzan. A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central keyword or concept. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

Marcus Ingemann in *The Power of Mind Mapping* said that mind mapping can be one of the most useful and versatile skills that we will ever learn. Mind mapping can make students more creative, plan better, save time, communicate

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8 Marcus Ingemann, *The Power of Mind Mapping*, p.6
So that, mind mapping technique might be appropriate to be used in the writing process as a prewriting step, especially in writing procedure text, which the students need to arrange the actions of the writing procedure. It helps students with their ideas and the words to write before they write the procedure text.

So that mind mapping help students to plan and organize their ideas for writing tasks. It can be assumed that mind mapping is one of the learning techniques that can facilitate students to improve their writing skills. Moreover, it can overcome the students' problems in generating their ideas in the writing class. Besides, it is expected to make the students feel confident to write good paragraphs.

Based on the explanation above, the writer wants to do a classroom action research to investigate the process of teaching writing in the classroom using the mind mapping technique at the ninth grade SMP Islam Ruhama Cireundeu in the academic year 2019/2020.

B. Identification of the Problem

Based on the background above, the identified problem were:

1. The students face difficulty in beginning to write.
2. The student cannot arrange the steps of the writing procedure text.
3. The way English teacher deliver the material in learning and teaching activities does not attract student’s attention.
4. The use of learning strategies and media is still relatively simple and monotonous.

---

C. Limitation of the Study

The problem is focused only on the implementation of mind-mapping technique to develop students’ ability in writing procedure text at the ninth grade of SMP Islam Ruhama Cireundeu in academic year 2019/2020.

D. Formulation of the Study

To make the study easy to understand, the writer formulates the problem as follow “How does mind mapping technique develop the students’ writing of procedure text at the ninth grade SMP Islam Ruhama Cireundeu in academic year 2019/2020.”

E. Objective of the Study

The objective of the study is to know the development of students’ writing of procedure text at the ninth grade SMP Islam Ruhama Cireundeu in academic year 2019/2020.

F. Significance of the Study

The writer wanted that this result of the study will become useful information for:

1. English Teachers

   The result of the study can be useful information about implementing the mind mapping technique in teaching procedure text and it gives the alternative solution in teaching writing skill in procedure text.

2. Students

   This study can be useful for students who have similar problems above, they can easily apply and practice the technique by following the procedures. This will help them to solve their problem in writing procedure text and to develop the results of their writing procedure text.
3. The further researcher

For the next researcher, this study is expected to give new knowledge to the further researcher to do better research of teaching and learning because this technique can be applied for all English skills in different ways, especially in writing with the suitable subject matter.
A. Writing

1. Definition of writing

Writing is a skill to transfer ideas, experiences, and feeling into a written form\(^1\). In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language and spread their creativity. Writing is a process of creating, organizing, writing, and polishing\(^2\). Therefore, writing is never a one-step action; it is a process that has several steps. In the first step of the process, we create ideas. In the second step, we organize the ideas. In the third step, we write a rough draft. In the final step, we polish our rough draft by editing it and making revisions.

Furthermore, Langan says writing is a way to communicate with others and a means of discovery\(^3\). It means that writing is a way of communicating in a written form and a series of activities of finding one's ideas to encode. Writing is more than a medium of communication but also is a way of originating, exploring, finding and developing one's thoughts. Writing is a way of arguing with ourselves, a form of keeping ourselves honest by discovering precisely what we believe and finding out whether we are justified in understanding it.

From the elaboration above, the writer synthesizes that writing is a way of thinking of someone to express the ideas, feelings and thoughts that are used for communicating to the readers in written form and has steps.


2. Writing process

The writing process is the process of writing which has several stages to help the writers in making sentences without having to revise several times. By knowing the process of writing stages, the writer can make the writing more effective and they can improve their confidence in the writing process. There are 4 steps about writing process as follow:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers, this may involve making detailed notes. When planning, the writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language- whether, for example, it is formal or informal tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of paper as a draft. This "go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, several drafts may be produced on the way to the final version.

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*Jeremy Harmer, How to Teach Writing. (London: Pearson Education Ltd, 2004) p.4-6*
c. Editing (reflecting and revising)

Once writers have created a draft, they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Maybe the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, essential and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their last release. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. We might decide to represent these stages in the following way: "planning – drafting – editing – final draft".

3. Notion of good writing

According Harmer there are some components of successfully writing⁵. They are:

a. Mastering the mechanic of letter formation.

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b. Mastering and obeying conventions of spelling and punctuation.

c. Using the grammatical system to convey one's intended meaning.

d. Organizing content at the level of the paragraph and the complete text to reflect or given new information or topic comment structure.

e. Polishing and revising one’s initial efforts.

f. Selecting an appropriated style for one’s audience.

Based on explanation above, there are some characterics in good writing. They are content, form, grammar, style and mechanic. Hughes states that good writing must express excellent characteristics as follow6:

a. Content: writing must convey the main idea, or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the opinion expressed.

b. Organization: writing should contain logical or associative connection and transition, which clearly show the relationship of the idea described. The organization of the content.

c. Language Use: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern.

d. Vocabulary: writing should contain effective choice words and word forms.

e. Mechanic: writing must use proper spelling, punctuation, and tidy and clean writing.

---

B. Procedure text

1. Definition of procedure text

When we read about the instruction on how to make a handicraft, cook an instant noodle or an instruction, we have just read a kind text named procedure text. Anderson and Anderson define procedure texts as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure texts is a text that helps us to do something or gives us instruction how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.\(^7\)

Gerot and Wignel state that the social function of procedure text is to describe accomplished through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.\(^8\)

Procedure text is to describe how something is accomplished through a sequence of action or steps\(^9\). The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constraint may be expressed as circumstances of manner or place e.g. Carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool.\(^10\)

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\(^10\) S. Freez and H. Joyce, *Text-Based Sylabus Design* (Sydney: Macquire University, 1989) p. 87-88.
From the elaboration above, the writer synthesizes that procedure text is a text that explains or helps us how to make or use something. Text procedure aims to provide guidance on the steps/methods/ways of doing things\textsuperscript{11}. The function of procedure text is explaining how something through a series of actions or phases. The main procedure text is to give manual that structurally in order, so people can use or do things right based on the instrument.

2. **Generic Structure of Procedure Text.**

The procedure text has some generic structure, such as\textsuperscript{12}:

a. An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph.

b. A list of material that will need for completing the procedure:
   a). This may be a list or a section.
   b). This step may be left out in some processes.

c. A sequence of steps in the order they need to be done:
   a). Numbers can be used to show first, second, third, and so on.
   b). The order is usually essential; such word as now, next, and after this can be used.
   c). Typically, the steps begin with a command such as add, stir, or push.


\textsuperscript{12} Siti Aimah, *Demonstration as a Medium in the Teaching of Writing Procedure Text: An Action Research* via [http://jurnal.unimus.ac.id](http://jurnal.unimus.ac.id) accessed on 7th January 2020 at 7.00 am
Whereas According to Wardiman the characteristic of procedural text are\textsuperscript{13}:

a. Goal/purpose: to give information about what we need. It means, to make procedure text the critical thing that we need is the goal or the title to make clear what we need. For example, the recipe to make Mushroom Soup. It is mentioned the name of the formula that we will make in the main heading or the title of the text. This part is called the goal of the procedure text.

b. Materials: In this part, we have to indicate what we will need to make something. It means that we can know our content and ingredients that we need in this section. For example, we mention mushrooms, eggs, salt, cream, pepper and chicken stock. This part is called the materials of procedure text. The materials can be a list or paragraph.

c. Steps: In this part, we have to indicate how something is accomplished through a sequence of actions or phases. It means that we can know the steps to make something in this section. For example: "prepare mushrooms and place in frying pan with melted butter, cover and cook for 10 minutes". This part is called the method of procedure text.

From the explanation above the researcher concludes that the procedure text is the text that has the specific characteristics includes the purpose, material and steps do something to make them easier to accomplish something. They are essential things that should we know.

3. Language features:

The language features of procedure text are:

a. Focus on specific and usually individualized participants or focus on generalized human agents (often implicit)

b. Use of material processes (and in this text, behavioral and verbal processes). Sequences of events marked either explicitly by temporal connectives, or numbering of points, or implicitly by the ordering of steps on page

c. Use of relational processes and worldly circumstances;

d. Use of simple present tense or use of the imperatives and verbs of action

e. Use of conditional "if" to indicate the alternative path of actions.

The procedure text also uses the simple present tense. It is often imperative verbs. The instructions in a procedure usually begin with a command such as a mix, lift or add. The sentences are mostly short and sometimes include information on how the action is to be done, such as: gently mix, carefully lift, and slowly add. In the study of language, the command in procedure text are verbs and how words are adverbs. In writing procedure text, use transition signals that are words such as first, second, next, finally, etc. Using transition words as a guide makes it easier for the reader to follow our ideas. However, we should not use a transition signal in front of every sentence in a paragraph. Here is one of the example:

---

How to Make Orange Tea  

Goal

Ingredients:
- One orange
- Sweet tea
- Soda drink (use uncolored soda), and ice.

Utensils: Jug, knife, spoon, and drinking glass.

Method:
1. First, cut the orange into circle shapes, try to cut it thinly.
2. Second, put the cut orange and ice into the jug.
3. Third, pour the soda drink into the jug.
4. Fourth, Add the already prepared sweet tea.
5. Then, stir the ingredients in the jug well.
6. The last, after pouring the orange tea in a glass, you can decorate the brim of the glass with leftover orange pieces.

Based on the example above, that procedure text is the form of a simple sentence, use many action verbs for the command (cut, put, pour, and stir), use present tenses and use linking words (first, second, third, fourth, then, and the last).

C. Mind Mapping

1. General of Mind Mapping

Mind mapping is a visual form of note-taking that extends an overview of a topic and its complex information, allowing students to understand, create new ideas, and build connections.\textsuperscript{15} Through the use of colors, images, and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics.\textsuperscript{16} A mind map


\textsuperscript{16} \url{http://www.inspiration.com/visual-learning/mind-mapping} (accessed on December 19, 2018)
is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving the problem, making a decision and writing\textsuperscript{17}. Mind maps help us to visually take in the ordering and classification of information, whether it is facts, data, or ideas that we are trying to break apart\textsuperscript{18}. The Mind Map can be applied to every aspect of life, where improved learning and clearer thinking will enhance human performance\textsuperscript{19}.

The Mind map has for essential characteristics. it is the subject of attention is formed in a central image, the main themes of the subject radiate from the primary image on branches, branches hold a key image / word printed on the associated line - details of the radiate out, and the chapters form a connected nodal structure.

From this opinion, we can conclude that mind mapping is a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and their association in a radial design. When we use mind mapping by making a keyword or main topic, we can also produce other ideas related to. Moreover, we can free our mind to generate everything in our brain so that lots of ideas will be automatically more and more improved. Therefore it would make us more comfortable in constructing a text from those related ideas.

2. **The Function of Mind Mapping**

The function of mind mapping can help us to plan, communicate, be more creative, save time, solve problems, concentrate, organize and clarify our thoughts, remember better, study faster and more efficiently, and see the ‘whole picture’\textsuperscript{20}.

\textsuperscript{17} Willis, CL, *Mind maps as active learning tools*, Journal of computing sciences in colleges. 2006. Volume: 21 Issue: 4


\textsuperscript{19} [https://mindmapusa.com/what-are-mind-maps/](https://mindmapusa.com/what-are-mind-maps/) (accessed on December 19, 2018)

Mind Maps are also useful for:

a. Brainstorming - individually and as a group. It is because mind mapping can become exercises that challenge students to express all their ideas visually rather than using words.

b. Summarizing information and note-taking. Mind maps are ideal for summarizing information, such as that found in books. With branches as the main concepts, we can flesh out thoughts and ideas with our notes and structure them for easy comprehension.

c. Consolidating information from different research sources. We can combine our notes and information from various sources into a single mind mapping.

d. Thinking through complex problems. Mind Maps prioritize the most critical aspects of our problem, focusing our mind. The use of colours and images stimulate our brain, meaning that we are engaged and ready to solve the problem.

e. Presenting information in a format that shows the overall structure of our subject. Thus, mind maps store information in a form that is easy to remember and quickly reviewed by our brain.

f. Studying, retaining, and recall information. A mind map makes use of mental triggers (such as pictures, colours, and connections) to help our brain memorize things more easily.

Based on Michael Michalko in his book *cracking creativity*, mind map help us to:

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a. Active the whole brain. It is because mind mapping brings together our left brain (words, logic, numbers, linearity) and right brain (curves, colour, creativity, images, space), which dramatically increases our mind power. By using both cortical sides simultaneously, we are maximizing our brain’s potential.

b. Be more focused on the topic. It is because mind mapping helps us divide our topics into smaller, more accessible parts. We can see and monitor all different destinations in just one page. So we can focus more on the topic.

c. Show the connection between the parts of the separated information. Mind mapping shows how the information fits, concretely, and visually. Mind mapping visually illustrates the relationships and connections between pieces of information.

d. Give a bright and detail image. The use of colours, detailed images, and keywords helps make learning more exciting and enjoyable so that we become more motivated to remember essential information.

e. Have long term memory. It is because mind maps only contain keywords. This means that information to remember is driven by short words and easy to remember with meaning. So that with mind mapping remembering is more comfortable and have long term memory.

Based on the function of mind mapping above, it can be concluded that the mind map helps the students in many aspects, which makes them more comfortable in the learning process. Therefore, students will think creatively in visualizing the ideas in their writing.
3. The Procedure of Mind Mapping

Generally, there are some steps in making a mind map; first, Create a central idea. Second, add branches to the map and add keywords and color code the branches. Next, Include visual signifiers (e.g. images)\textsuperscript{23}.

Based on Tony Buzan in his book \textit{Mind maps for kids}, there are some steps in making mind maps:

a. Use a blank sheet of unlined paper and some coloured pens. Make sure the paper placed sideways.

b. Draw a picture in the middle of the page that sums up the main subject. The picture represents the main topic.

\textsuperscript{23} \url{https://www.ayoa.com/how-to-mind-map/} (accessed on December 19, 2018)
c. Draw some thick curved, connected lines coming away from the picture in the middle of the page, one for each of the main idea about the subject. The central branches represent the main sub-topic.

e. From each of the ideas, draw other connected lines, spreading the branches of the tree. Add the thoughts on each of these ideas. These additional branches represent the details.²⁴

Therefore, the steps involved in creating a mind map summarized as follows:

a. Determine your central image or concept.

b. Create the basic structure for organizing your ideas: these are the main Branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the central concept.

c. Put down keywords associated with the BOIs, which should sit on smaller ranches connected to the main branch.

d. Revisit the mind map, putting things in order, and numbering the branches.

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4. The Advantages of Mind Mapping

There is some benefit of using mind mapping. The advantage of using mind mapping is enabling students to visualize the ideas which make them easy in exploring what they think. Besides, Tony Buzan explains the advantages of mind mapping as follow:

a. The centre or main idea is more clearly defined.

b. The relative importance of each idea is clearly indicated. More important ideas will be nearer the centre and less important ideas will be near the edge.

c. The links between the key concepts will be immediately recognisable because of their proximity and connection.

d. Recall and review will be both more effective and more rapid.

e. The nature of the structure allows for the easy addition of new information without messy scratching out or squeezing in, etc.

f. Each map made will look and be different from each other map. This will aid recall.

g. In the more creative areas of note making such as essay preparations etc, the open-ended nature of the map will enable the brain to make new connections far more readily.\(^\text{27}\)

Based on the advantages of mind mapping, it can be concluded that students will think creatively in visualizing ideas in their writing through mind maps and helping them organize their writing. Besides, mind maps help students in many aspects that make it more comfortable in the learning process.

D. Teaching Procedure Text Using Mind Mapping technique

In using mind mapping strategy, we try to apply mind mapping method in the process of teaching-learning writing a text in the classroom activity. Before doing writing activity, students should have a good understanding about the characteristics of the text that will be written (procedure text); otherwise, they will face some difficulties to reach the purposes of writing activity or in producing a text. For that reason, the teacher and students should cooperate while the process of writing activity was in progress.

The procedures of teaching procedure text by using Mind Mapping technique are:

First, the teacher explains about procedure text, including schematic structure, linguistic features.

Second, the teacher introduces the mind-mapping technique and its function to help the student in their writing lesson.

Third, the teacher gives a topic to discuss, and by guiding several questions about the item given, the teacher shows the student how to make a mind map about the subject. Then, the teacher provides paper to the student and asks the student to make their mind map. The last of the first meeting, the teacher collects students' mind-map design.

The next meeting, the teacher asks the student to make a procedure text-based their mind-map designs. The students should be able to explore or generate their ideas, develop the main topic and find the branches from the related concepts. The example of the use of mind mapping method in writing procedure text can be seen as follow:
From figure 2.2, students have to write the main topic as starting point to generate ideas and it will become title of the text. According to the generic Structures of the text (goal, materials and sequence of steps), the main topic will be divided into three main parts. After that students are ordered to explore their ideas or thinking based on the main topic they have chosen. They have to pay attention in classifying their related ideas based on the generic structures of the text in the form of words, finding branches, developing into some topic sentences. While students are making their composition, the teacher goes around the class check students’ composition and helps them if they have problems in their procedure text and finally those will be constructed to be a full text. The teacher can asks several student to read their composition in front
of the class and they have to submit their text. And the last after learning activity, the teacher gives score to students and evaluates the teaching learning activity.

E. Reviews of Relevant Studies

The writer has found some previous studies which related to this study.

The first study from Erni Darwati that entitled “Applying Mind Mapping Strategy to Improve Student Writing Ability in Descriptive Text (Classroom Action Research at The Second Grade of SMP Al-Mizan Pandegelang-Banten” 28. The objective of this study is to find empirical evident how mind mapping strategy improves students’ ability in writing descriptive text. Classroom Action Research was used as a method in this study which is adopted from Kemmis and McTaggart design. The study was conducted in two cycles and three meeting in each meeting. The data collection techniques used in this study includes some points; interview, observation, test, and documentation. To know the students improvement in writing descriptive text, the writer used pre-test and post-test. The result shows that there was improvement of the students’ achievement in writing descriptive paragraph of the students’ achievement in writing descriptive paragraph. Most of students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criteria-Kriteria Ketuntasan Minimal (KKM) of English lesson was 70 (seventy). Students mean score in preliminary study was 57.04, mean score in post-test 1 was 65.90, and mean score in post-test 2 was 73.40. So, Mind Mapping can improve students’ descriptive writing ability.

From research above, the writer find some differences and similarities thing with the writer study. The differences are the material of study, place and subject of the study. While the similarities are the strategy of teaching writing.

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28 Erni Darwati, Applying Mind Mapping Strategy to Improve Student Writing Ability in Descriptive Text: Classroom Action Research at the Second Grade of SMP Al-Mizan Pandegelang-Banten, (Skripsi, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta, 2013).
(mind map), Classroom Action Research as the research design, and the technique of collecting data such as; observation, interview and test.

The second study from Suaeni entitled “Improving Students’ Skill in Writing Procedure Text through Picture Sequence: A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang.” Classroom Action Research was used as a method in this study which is adopted from Kemmis and McTaggart design. The study was conducted in two cycles and three meeting in each meeting. The data collection techniques used in this study includes some points; observation sheet, interview guideline, and test. The result of study showed that there was improvement of the students’ skill in writing procedure text through picture sequence. Most of students gradually gained good scores at the second cycle. The score of Minimum Mastery Criteria-Kriteria Ketuntasan Minimal (KKM) of English lesson was 75 (seventy five). Students mean score in preliminary study was 60.72, mean score in post-test 1 was 75.34, and mean score in post-test 2 was 81.53. So, Picture Sequence can improve students’ descriptive writing ability.

From research above, the writer find some differences and similarities thing with the writer study. The differences are the strategy of teaching writing, place and subject of the study. While the similarities are procedure text as the material of study, Classroom Action Research as the research design, and the technique of collecting data such as; observation, interview and test.

The third study from Galih Indram entitled “The Use of Mind Mapping Strategy to Improve Students’ Ability in Writing Procedure Text”. He designed an action research which consists of four meetings, and it was done through sequence of cycles. The students were given some treatments and writing tests in order to obtain a description about students’ ability in writing procedure text. They were pre-test, writing test in cycle 2 and posttest which were given in the

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29 Suaeni, Improving Students’ Skill in Writing Procedure Text Through Picture Sequence: A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang, (Skripsi, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta, 2015).
30 Galih Indram, The Use of Mind Mapping Strategy to Improve Students’ Ability in Writing Procedure Text, (Semarang: English Department Faculty of Languages and Arts Semarang State University:2013)
last meeting. Besides, observation checklist and questionnaire were given to support the primary data. The mean of the pre-test was 57.78, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 80.681. By comparing the result of the three tests, the writer concluded that mind mapping method could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. So, Mind Mapping can improve students’ descriptive writing ability in procedure text.

From research above, the writer find some differences and similarities thing with the writer study. The differences are the technique collecting data, place and subject of the study. The writer did not use questioner in collecting data. While the similarities are procedure text as the material of study, Classroom Action Research as the research design, Mind Map as the strategy of teaching writing, and the technique of collecting data such as; observation, interview and test.

F. Thinking Framework

Writing is one of the skills that students need to become a master in English. There are various types of text which should be learned by the students; one of the types of text is a procedure. Procedure text is a text that is designed to describe how something is accomplished through a sequence of actions or steps.

Unfortunately, many students have problems in learning procedure text. One of the difficulties faced by students is explaining the steps. The students have to express the steps from the first step to the last. The students usually forget the steps when they practice on procedure texts. It is because they are generally taught in English procedure texts without using any media.

By considering the problems above, mind mapping technique may be a solution. Here the main reason why mind-mapping solve the issues is 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 the writing process as a prewriting step, especially in writing procedure text which the students need to arrange the steps of the writing procedure. It helps students to collect their ideas and the words to write before they write the procedure text.

**G. Action Hypothesis**

Concerning to this classroom action research implementation, the researcher proposed the hypothesis that mind mapping technique can improve students' skill in writing procedure text at ninth-grade students of SMP Islam Ruhama Cireundeu in academic year 2019/2020.
CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was carried out for two months, from August 5th to October 2nd, 2019. The place of this research was at the IX-1 class of SMP Islam Ruhama academic year 2019/2020. This school located on Jalan Tarumanegara No. 67 Cireundeu Ciputat.

B. Method and Design of the Research

The study was conducted both quantitatively and qualitatively through Classroom Action Research (CAR) design. Action research is systematic procedures done by teacher (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular education setting operates, their particular educational setting operates, their teaching, and their student learning.¹

Kemmis and McTaggart described action research as a four-stage process, namely, planning, action, observation, and reflection. Teachers should first develop a plan of action to improve the situation. Then they act to implement the plan followed by observation of the effect of this action. Finally, they reflect on these effects for further planning.² Arikunto stated that action research is one of the types of investigation that has characteristic reflective participative, collaborative, and spiral that has the purpose of repairing and of increasing the system, method, process, substance, competence, and situation.³

From the definition above, action research can be defined as a kind of research which has reflective characteristic. It means the teacher as the action

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actor gets self-constructed knowledge and can reflect his various programs in order to improve the rational steadiness from his actions broaden his understanding and repair the condition where teaching and learning process is done.

In this research, the researcher used a Class Action Research (CAR) designed by Kemmis and McTaggart. The teaching learning process are divided into some cycles that consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After finishing the first cycle, it will probably found a new problem or the previous problems haven’t finished yet. Therefore, it is necessary to continue to the second cycle in line with the concept of the first cycle. Those phases will be shown in the figure 3.1 below.

Figure 3.3 Action Research Design by Kemmis and McTaggart
From the figure above, we can see there are some cycle processes, such as planning, acting, observing, and reflecting. Here are the explanations of those phases after adapted into the writer’s research:

1. **Planning Phase**

After indentifying the students’ problem in writing based on the interview with teacher and student, the writer and the teacher discussed together to make a lesson plan based on the current syllabus. The lesson plan was prepared to be implemented in IX-1 class of SMP Islam Ruhama academic year 2019/2020. The lesson plan mentioned any instructions regarding procedures of teaching, media, resources, assessment test and the criteria of success.

2. **Acting Phase**

In this phase, the writer and the teacher collaborated to carry out the planned action. The teacher used the mind mapping technique as she was teaching while the writer observed the class condition during the teaching, learning activity. The action will be done in four meeting for each cycle.

3. **Observing Phase**

The writer carried out toward implementation of the action using the observational sheet in this phase. When observing, the observer should notice and note all activities in the classroom. It may be about the teacher’s performance, class situation, students’ response etc. The writer also collected the data derived from the assessment or post-test in this phase.

4. **Reflective Phase**

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

C. Subject of the Research

The subject of the research was student at IX-1 class of SMP Islam Ruhama academic year 2019/2020. The number of students is 30 (thirty).

D. The Writer’s Role

The research of CAR in this study was collaborative action research. As stated by Arikunto, CAR is conducted collaboratively between the practitioner and observer. In conducting the research, the writer collaborated with one of English teachers of SMP Islam Ruhama Mrs. Priska Amaliani, S.Pd. The writer’s role in this study was as an interviewer and a designer of lesson plan and test (pre- and post-test). While during action stage was conducted, the writer stands as a teacher in teaching procedure text through mind mapping, and the real teacher acts as the observer.

E. The Stage of Action Intervention

Based on the design of Classroom Action Research explained above, it consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After finishing the first cycle, it will probably found a new problem or the previous problems have not finished yet. Therefore, it is necessary to continue to the second cycle in line with the concept of the first cycle. After data improved as expected, the research is stopped.

F. The Data and Source of Data of the Research

There are two kinds of data which is needed to be collected in the Classroom Action Research. They are qualitative data and quantitative data. Qualitative data, it is about classroom situation or student’s habit during action. Whereas

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quantitative data, it is about improvement of students evaluation. The complete explanation as follow:

1. Qualitative Data

   a. Observation

      The data from this phase is about some observation checklist to provide the qualitative data of the research that will be conducted. This instrument is in order to get some information about the teacher’s performance during CAR, the situation of the classroom activities. It contains observation results about students’ attendance, interest and motivation, students’ activities during the teaching learning process and the students’ activities in focusing the attention to the teacher’s explanation during the research conducted.

   b. Interview

      The interview will be done twice, before and after implementing Classroom Action Research. Before Classroom Action Research, the writer interview the teacher and students to know student difficulties in writing skill, students’ condition in writing activity, and the strategy that usually used by teacher in teaching writing. After finishing CAR, the writer interviews the teacher to know their response toward the idea of using mind mapping technique in teaching writing.

2. Quantitative Data

   a. Test

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

3. Source of the Data

The data is taken from the teacher and students. The researcher collaborated with the teacher in collecting data on observation of the action in the classroom. Besides, the data from the teacher is the data interview, which the researcher tried to find out the information about the strategy that usually used by the teacher in teaching writing of procedure text. The data from the students are interviews and tests. The data from the interview has the purpose of knowing difficulties in writing skills, and the data from the test has the purpose of knowing the improvement of the student’s ability in writing skills.

G. Instrument of the Research

1. Observational sheet

The observational sheet is used to get the data observation in the classroom. Moreover, it is to monitor and analyze teachers’ and students’ performance during implementation.

2. Interview guideline

Interview guideline is used to get the information needed by researcher. The interview addressed to teacher to know about English learning process in the class, the most difficult skill for students, the activities in English learning process, the problem in teaching writing, strategy and media used in teaching writing, the participation of students in teaching writing and mind mapping strategy. The interview addressed for student is about whether the students like to writing, the most difficult thing, the teaching and learning process of writing and the problem of writing.
3. Test Score

The test used in this research is written test about procedure text by using mind mapping was done before (pre-test) and after (post-test) the implementation of CAR. It is used to know the students, improvement from pre-test up to post-test.

H. Technique of Collection Data of the Research

1. Observation

In this study, the writer uses an observation checklist to provide qualitative data of the research that will be conducted. The writer uses this instrument to get some information about the teacher's performance during CAR, the situation of class activities. The contents of the observations are about student attendance, interest & motivation, student activities during the teaching and learning process and student activities in focusing the attention to the teacher's explanation during the research conducted.

2. Interview

In this research, interview will be done twice, before and after implementing CAR. Before CAR, the writer interviews the teacher and students to know student difficulties in writing skill, students’ condition in writing activity, and the strategy that usually used by teacher in teaching writing. After finishing CAR, the writer interviews the teacher and students to know their response toward the idea of using mind mapping technique in teaching writing.

3. Test

The test used in this research is written test which from procedure short essay. The test is given before (pre-test) and after (post-test) the implementation. The pre-test is done before implementing the mind mapping technique. It is done to measure...
students’ writing ability at first. Meanwhile, the post-test is done after implementing the mind mapping technique. To get writing score, the writer used criteria of scoring writing skill in each cycle by Arthur Hughes.\(^6\)

**Table 3.1**  
**Scoring in Writing Skill**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16-20</td>
<td>Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic, but lack detail.</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>Fair to poor: limited knowledgeable of subject, title substance, and inadequate development topic.</td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>Very poor: doesn’t show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>Fair to poor: not-fluent, ideas confused/disconnected, lack logical sequencing and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Language use</th>
<th>Vocabulary</th>
<th>Mechanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Very poor: does not communicate, no organization, or not enough to evaluate.</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
<td>Excellent to very good: demonstrates mastery of conversations, few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td>16-20</td>
<td>Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</td>
<td>Effective choice of words and word forms.</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>Good to average, effective but simple construction, minor problem, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</td>
<td>Few misuses of vocabularies, word forms, but not change the meaning.</td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>Fair to poor: major problem /complex construction, frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.</td>
<td>Limited range confusing words and word forms</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Technique of Data Analysis

In this research, the analysis of qualitative data in this research is the observation of the students’ activities during the process of learning and the interview before and after implementing the mind mapping technique. The analysis of quantitative data is used to measure data from the test (pre-test and post-test). In assessing students’ writing, the writer used the analytic scale for rating composition tasks which are adapted from scoring profile by Arthur Huges.7

In analyzing the numerical data, first the writer tried to get the average of students’ writing score within one cycle. It used the formula8:

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : Mean

x : Individual Score

n : Number of students

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7 Ibid, p.102.
Second, the writer tried to get number students’ percentage who passed KKM 75 (seventy five). It uses the formula.\(^9\)

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

\(P\) : the class percentage  
\(F\) : students’ total score  
\(N\) : number of students  

Third, after getting mean of students’ score per cycles, the writer identified the improvement of the students’ score on writing procedure text from pre-test up to post-test score in cycle 1 and cycle 2, the writer used the formula\(^{10}\):

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

\(P\) : Percentage of students’ improvement  
\(y\) : Pre-test result  
\(y_1\) : Post-test 1  

---

\[ P = \frac{y^2 - y}{y} \times 100\% \]

P : Percentage of students’ Improvement

y : Pre-test result

y2 : Post-test 2

J. Validity of Data

One of the important problems in classroom action research is the problem that is closely related to validity. The validity of many is used in the discussion of research instruments. An instrument is said to be valid if the instrument measures what is to be measured. According Good valid is measuring what it purpose to measure; validity means the quality of being grounded on truth or fact.\(^{11}\) This research used source triangulation such as the test, the observation and the interview as a means of validating data.

There are five validation criteria that can be used as benchmarks for class action research criteria namely democratic validity, outcome validity, process validity, catalytic validity, and dialog validity.\(^{12}\) In this study the writer used outcome validity and dialogic validity. Outcome validation is a validation that uses criteria related to attention to action, which leads to the achievement of results in the context of research.\(^{13}\)

Based on explanation above, the outcome validity could be seen from the result of the test. When the result of the cycle 2 was better than the cycle 1, it means that the study is successful. While dialogue validation is a validation that


\(^{12}\) Ibid, p. 87.

\(^{13}\) Ibid, p. 88.
uses criteria in accordance with the process of reassessing fellow researchers, which are usually used in conventional and academic-oriented research. In this case, the writer and the English teacher discussed and assessed the result of an action in each cycle together.

K. Criteria of Action Success

To know whether the action is success, both the researcher and the teacher discussed about the action of success criteria. Finally, we decided that criteria of action success in this research is 75%. In other words, if the class percentages who pass KKM (75) is 75%, it means that the criteria of action success is reached. Thus, if the number of percentages has been reached, the researcher does not need to do the next cycle.

CHAPTER IV
RESEARCH FINDING AND INTERPRETATION

This chapter presented the finding and interpretation of the research. Research findings discussed the finding of the preliminary study included pre-interview, observation, and pre-test. Besides, the writer described two-cycle did in implementation and presented students’ scores in the pre-test, post-test 1, and post-test 2 and for interpretation, the writer explained about data of interview, data observation, data of test and data of documentation.

A. The Data Description

1. Finding of Preliminary Study
   a. Pre-Observation
      The observation conducted on Monday, August 5, 2019. It held at 9.1 SMP Islam Ruhama Cireundeu in the academic year 2019/2020. This class consisted of 30 students. This observation aimed to determine the process of teaching and learning writing skills in the classroom before CAR. The first thing a teacher did in a writing class was to determine the topic students must write. Second, the teacher explained the text scheme, including definitions, functions, generic structures, and language features. Next, students asked to carry out their assignments until the time for the lesson was over. From this phenomenon, the writer found that students did not understand well. That can be seen from their duties. Moreover, many students did not know the vocabulary about the material. Finally, until the lesson time finished, almost all of them did not yet complete the assignment.

   b. Pre-Interview Result
      1) Pre-Interview for Teacher
         The interview conducted on Tuesday, August 6th, 2019, from 09.30 to 10.15 M. In this interview, the writer became interviewer and the English teacher became interviewee. The interviewer asked
five questions to the interviewee about the process of learning English, the most difficult English language skills for students, teaching writing techniques, difficulties encountered students in the learning process of writing and teacher strategies used in the learning process of writing.

The first question was "How do you respond to your students in the process of learning English in class?" Based on the teacher's answer, the students sometimes enjoyed the lesson if they were interested in the topic of the lesson or with classroom activity. In contrast, they would feel bored if the topic or classroom activity was unusual for them. Consequently, some of them did not pay attention to the material, so they were difficult in understanding the material.

The second question was "What are the most difficult English skills for students?" The interviewee said the most difficult skill in English for students was writing. They were often stuck in their writing because they found deficiencies in vocabulary and difficulties in organizing the ideas when they were writing.

The next question was “What techniques and strategies are used in writing learning?”. The teacher had several strategies to overcome difficulties in writing, especially vocabulary. The students had to memorize a few vocabulary words for each meeting, and they made their dictionaries. Besides, the teacher used some activities like grouping, filling in the blank, and arranging the word, making the picture to visualize the text, and so on.

The last question was “What are the students’ difficulties in writing of procedure text?” The teacher stated about the students' difficulties in writing of procedure text. The students got difficulties in generating ideas, organizing into a good paragraph and choosing
the words. So, the students felt bored and their activity in writing class was not too active.

2) Pre-Interview for student

This interview was held on Tuesday, August 6th, 2019 at 10.30 up to 11.00 A.M. In this interview, the writer asked four questions which were about the process of teaching-learning English in the classroom, the most challenging skill in English, the difficulty faced in writing skill, media of teaching used in writing a lesson. According to the student's answers, they sometimes felt enjoyable, but they also felt bored in the English lesson. They said speaking and writing are the most challenging skill in English. They could not be speaking and be writing because of the lack of vocabulary. So they did not understand well. Moreover, some of them admitted that they confused about grammar, such as how to use simple present tense, simple past tense, etc. Besides, many media used in writing lessons like using the text that related to the material, games, etc.

C. The Result of Pre-Test

The pre-test had done before the Classroom Action Research. It conducted on Wednesday, August 7th 2019, at 10.45–11.30 A.M. There were 30 students of 9.1 followed the test. The test was a writing test. Students asked to write a procedure text with the theme given by the writer- "How to make a cup of coffee". To get the mean of students' writing score, the writer calculated with the formula below:

\[
\bar{X} = \frac{\sum x}{n}
\]

= \frac{1866}{30}

= 62.2
Next, to get the percentage of students who passed the Minimum Mastery Criteria-KKM (Kriteria Ketuntasan Minimum), the writer used:

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

\[ = \frac{5}{30} \times 100\% \]

\[ = 16.67\% \]

Based on the result of the pre-test, the data showed that the mean score of the pre-test was 62.2. There were only five or 16.67% of students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) meanwhile, the other 24 students were below criterion. From the data, the lowest achievement score was 45, and the highest score was 85. It can conclude that almost all 9.1 students' ability in writing procedure text was still low and under the exception of the English teacher.

2. The Implementation of Classroom Action Research

After analyzing and identifying the data from pre-observation, interview, and pre-test, the writer knew the students' difficulties and problems in learning of writing procedure text. Hence, the writer determined to apply mind mapping as a technique in writing of procedure text to overcome those problems. The implementation of the action was held from August 14th, 2019 up to October 2nd, 2109 at 9.1 Grade of SMP Islam Ruhama Cireundeu. There were 30 students followed this implementation. The writer conducted this research contained two cycles. Each cycle was conducted in three meetings.
a. First Cycle

1) Planning

The planning phase was conducted after the writer finished the preliminary research. The writer and teacher work collaboratively in designing lesson plans for the implementation. First, the writer and the researcher designed a lesson plan for three meetings. The first the meeting discussed the definition, social function, and generic structure of procedure text by showing the example of a procedure text on the screen, and gave them an exercise in which they had to guess what on-screen. This exercise was aimed to catch the attention of students in learning and to give information about the material they learned. In the second meeting, the researcher still discussed the procedure text first. In this meeting, the researcher emphasized on the generic structure and language features. Besides, the researcher introduced the schema of mind mapping on screen, including the definition, the example, and how to make mind mapping and implement that in procedure text. In the last meeting, the researcher gave the exercise of procedure text using mind-mapping to students and asked them to write in some groups.

Next, the teacher asked some groups to present their works in front of the class while the other students assessed their friends' work. At the end of the meeting, the teacher reviewed the material about procedure text to straighten students' knowledge about procedure text. Second, the writer prepared the material and the media needed. The material was taken from the Internet. Therefore, the writer and the teacher decided that procedure text was the chosen text which should be taught to the student.

The media needed in implementation were a cartoon, board marker, pencil, and colour pen. The other preparation was making an observation sheet. That was done to know the teacher's and
students' activity in the class during implementation. Besides, the writer also prepared post-test 1 to know students' improvement scores from pre-test to post-test 2.

2) Acting

In this cycle, the action was done on August 14th, 21st, and 28th 2019. The writer implemented lesson plans that had been discussed by the English teacher. In the implementation of the action, the writer acted as the English teacher who taught writing procedure text through mind mapping technique whereas the English teacher acted as the observer who observed all the activities that happened during the teaching-learning process. The acting phase included three meetings. The first meeting conducted on Wednesday, August 14th. The writer entered the classroom by greeting all of the students. After that, He started the lesson by showing some pictures and the example of a procedure text on the screen. Afterwards, they were asked to identify the topic discussed in the text. Next, the writer began to explain procedure text, including the definition, social function, and generic structure of procedure text. When the explanation was done, the writer read the text loudly and asked the students to repeat after it. After that, the writer asked the students to make a pair group and he gave the exercise by spreading the example of procedure text to each groups, and they had to analyze the generic structure and the language features of the text. Before closing the class, the writer reviewed the topic and asked the students about the definition and generic structure of procedure text.

The second meeting was conducted on Wednesday, 21st August 2019. In this meeting, the writer still discussed the procedure text. The writer emphasized the generic structure and language features and he began to introduce mind mapping to students. The writer introduced the schema of mind mapping on screen, including the
definition, the example, and how to make mind mapping and implement that in procedure text. He used PowerPoint to explain more detail about mind mapping. He started with determining the central image or concept. Then he created the basic structure for organizing the ideas: these were the main branch, and were represented by branches radiating outwards from the central concept. Then, he put down keywords associated with the main branch, which should sit on smaller ranches connected to the main branch. The last he revisited the mind map, putting things in order, and numbering the branches. The students enthusiastically when the writer was explaining the steps in making mind mapping.

The third meeting was held on Wednesday, 28th August 2019. The writer asked the students to make a group consisting of 5 students in one group. He asked them to make procedure text through mind mapping. The topic was from their own. When the students making mind mapping, the writer guided them when they felt difficult. Then, the writer asked each group to present their mind mapping. The last was post-test 1, which was conducted on September 2nd, 2019.

3) Observation

In the observation phase, the English teacher as a collaborator observed the teaching-learning process by monitoring the activities both the writer as the teacher and the students happened in the classroom. The collaborator checked the whole activities in the class based on the observation sheet, which includes teachers' performance, class situation and students' response. The English teacher saw that the meetings in cycle 1 so far have run well, but they still had much lack such as: first, related the teacher performance, the observer though several steps were missed in teaching. However, this did not affect the learning process. The
teacher delivered the material well. The use of attractive media compounded this.

However, when students were asked by the teacher to identify the generic structure and language feature, some students still feeling confused. This was due to unclear directions from the teacher. Second, the class situation was quite calm. Even though in the last hours it was already noisy and there was some student who sleepy and lack of attention and participation during the teaching and learning process. It happened because most of the English lessons' schedule in that class was placed in the afternoon. So, it distracts their concentration. Third, the students' response toward mind mapping techniques in writing procedure text was excellent. It could be seen from their enthusiast and participating in making procedure text through mind-mapping. Although some of their scores did not reach KKM yet. However, the students still had many mistakes when they did the task, such as they still inverted in the generic structure of procedure text. Besides that, they also made mistakes in language features such as some of them could not use numbering and temporal conjunction well. After three meetings, the writer carried out the post-test to measure the students' writing ability of procedure text that had been studied and to know the problem which occurred in the learning of writing procedure text through mind-mapping. Related to the result of post-test 1, the mean score of post-test 1 was 76.1 in which 19 students passed the KKM and 11 students who were still below the KKM.

Based on Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain, the teaching and learning process can be terminated if 75% of all students in the class have reached the KKM, and must continue if
less than 75% of all students in the class reach the KKM. So, it was still needed more improvement because it could not achieve 75% yet as criteria for the success of this study.

4) Reflecting

Based on the analysis of the students’ post-test 1 that showed 63.33% of the students' who got the score above the KKM. It needs 11.67% more to reach the CAR target (75%). Thus, the writer needed to modify the lesson plan for the next cycle in order for students to have a better score than before. Based on the teacher observation, some points should be considered for the next cycle: first, the explanation of grammar used, mechanic, and vocabularies choices. Some students ignore capital letters, punctuation usage in their writing and use of vocabulary that is not quite right. For that problem, the teacher suggested more explanation and example interestingly in the order they more understood the explanation. Besides, the students are also asked to bring a dictionary to enrich word selection. Second, the writer needed to give some punishment and reward in the action because the students less paid attention to the writer. Hence, the writer made some preparation of the games and reward for the students in the next cycle.

b. Second Cycle

1) Planning

After finding and analyzing the results of cycle 1, students' understanding of the writing procedure text still has problems. So, students' writing scores do not reach the target. The writer and teacher discuss the results of the post-test 1 and find solutions to student difficulties. The writer and teacher provide several additions to the lesson plan.

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First, students are asked to bring a dictionary in English lessons. This aims to overcome the problem of vocabulary choices.

Second, the writer also explained again about the procedure of the text and added examples aimed at making students understand the procedures of the text, including the grammar used and the writing mechanism. So the students' problems such as ignoring capital letters and punctuation can be resolved.

Furthermore, to overcome some students who still do not pay attention to the author to prepare some activities and games in this cycle. For example, if students previously made a mind mapping in a group, but in cycle 2, they were asked to make a mind mapping individually. It is intended that each student can be busy with their work, and also each of them can express their creativity.

Besides, the writer prepared observation sheets to assess class activities during the teaching-learning process and post-test 2 to collect data.
2) Acting

This action cycle carried out on September 11th, 18th, and 25th 2019. This action based on a previously designed lesson plan. The first meeting held on Wednesday, September 11th, 2019. The writer entered the class and greeted all the students. After that, the teacher reviewed the students' test results. The teacher told students what mistakes made in the first cycle, such as the grammar used and the writing mechanism. In the first cycle, the students ignored capital letters and punctuation. Then the teacher re-explained the procedure text and how to write excellent and right. Besides, the teacher also gave students more examples of procedure texts. He asked them to divide into groups, and he asked them to identify the examples the teacher had given. At the end of the lesson, the teacher asked the students to bring a dictionary for the next meeting.

The second meeting was held on Wednesday, September 18th, 2019. After the teacher entered the class, the teacher motivated students by giving warm-up at the beginning of the lesson. Then the teacher reviewed the lesson at the previous meeting. At this meeting, the students had brought a dictionary so that they helped them when making the procedure text. After that, the teacher explained again about mind mapping and how to implement it in the text procedure. The teacher presented examples of various mind mapping as a reference for students in making mind mapping. At the end of the lesson, the teacher asked students to bring markers and colored pencils for the next meeting.

The last meeting held on October 25th, 2019. After the teacher entered the class and opened the lesson, the teacher asked students to make the procedure text through individual mind mapping. The teacher provided HVS paper to each student, while markers and colored pencils, the students brought each one. After that, the students asked to make a procedure text through mind mapping with
the topic up to them. When students were making text, the teacher went around to check their work. At the end of the lesson, students gathered their assignments, and the teacher informed students that there would be a post-test 2, which would be conducted on October 2nd, 2019.

3) Observation

In cycle 2, the observation during the implementation still needed. It was used to evaluate the improvement of students' attitudes toward procedure text through mind mapping technique and teacher activities in the class. The observer saw many improvements happened in cycle 2. The teacher's performance became better than before. He could control the class, motivated students and made them more understand by using various activities such as a game, group working or pair group. For the class situation was better than the previous cycle. It can be seen from students' enthusiasm in learning and their result of the test. Besides, there was noise because every student brought vocabulary, and they worked the task individually. For students' response toward the use of mind-mapping in teaching writing of procedure text in cycle 2 was good. It can be seen that they did not have difficulty in composing the generic structure of procedure text. They also used the language features well, such as imperative sentences, temporal conjunction, adverb, and numbering. Although there were one or two students, who were still having difficulties but overall, their ability in writing procedure text was improved. After three meetings, the writer carried out the post-test 2 to know whether the students' achievement in cycle 2 was improved or not. Related to the result of post-test 2, the mean score of post-test 2 was 81.27 in which 28 students passed the KKM and 2 students who were still below the KKM.
4) Reflecting

After finishing the action and did post-test 2 in this cycle, the writer felt satisfied because students' score was improved from post-test 1. The result of observation shows that the students were more enthusiastic in learning writing. There were no students who bored and slept in class. Besides, they could write procedure text quickly through mind mapping techniques because they could improve their idea and creativity through the line and colour in their mind map. It can be seen from the result of mind mapping, which has many branches and colours. So it could help them in organizing their writing, and their score was better than before. Based on the post-test 2 results that 28 students or 93.33% of the class passed the KKM and 2 students or 6.67% of the class below the KKM.

Thus, the writer and the teacher decided to stop the action. It was because the criterion of success was 75%, and its percentage was above criterion. It means that the research was done in cycle 2. For the 6.67% of students who has not passed the KKM, the researcher decided to hold a remedial based on Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain’s book. In doing the remedial, it can be in the form of repeating the subject matter entirely, repeating part of the subject to be mastered, solving problems or working on joint problems, and giving special tasks. The teacher and the observer could stop the Classroom Action Research and give the rest of students who could not passed the KKM the remedial to keep improving their study.

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2 Ibid., p. 108
3. Analysis of the Data after Classroom Action Research (CAR)

The discussion of the data after implementing the action consisted of two parts. Those were the result of post-interview and the result of post-test. Further descriptions are as follow:

a. The Result of Post-Interview

1) Post-Interview for The Teacher

After implementing the Classroom Action Research, the writer interviewed with the English teacher. It was conducted on Wednesday, October 2nd 2019. It started at 09.30 A.M. and finished at 10.30 A.M. It was known the teacher's and students' response concerning Classroom Action Research (CAR) that had done. In this case, the writer asked some question. The first question was about the learning process of writing procedure text. The teacher said that it was good. Because the students more understood about procedure text, especially in structure and their interest in making procedures text was increased.

The second question was about students' writing comprehension ability after applying mind mapping techniques. The teacher said that through mind-mapping strategy, the students' ability in writing procedure text was improved because the teacher tried to give assignments, and the results were excellent.

The next question was about the obstacles during the learning process of procedure text through mind-mapping and how to overcome them. According to the teacher's answer, the lack of vocabularies were the obstacles in learning procedure text and to overcome that problem. The students had to more practice in making procedure text.

The last question was whether mind-mapping effective in teaching writing subject, especially in procedure text. According to
her, it was sufficient enough to help the students who have difficulties in organizing the ideas. Moreover, the colour used in the line and letter in making mind-mapping made them more motivated in making a text.

2) Post-Interview for The Students

This post-interview was held on Wednesday, October 2\textsuperscript{nd} 2019. It started 08.15 A.M. and finished at 09.00 A.M. In this interview, and the writer asked some questions about the response of process of teaching-learning in writing procedure text through mind mapping technique, students' score after implementing the action, and the difficulty in writing procedure text through mind mapping.

Related on the student's answer, the writer concluded that they felt enthusiastic and felt enjoy during teaching-learning of procedure text through mind mapping technique. According to them, their understanding of procedure text, especially in organizing the steps were increased. Related to students' score after the action, they said that their score was increased and they got the score above KKM. Next, the difficulty in writing procedure text through mind-mapping was they less in grammar and did not know the meaning of the words. It was caused less in practice and students' vocabulary, which was still low. However, their difficulty could be solved by more practising and bringing the dictionary.

b. The Result of Post-Test

In obtaining the data of the students' writing achievement, the writer used the data from pre-test, post-test 1, and post-test 2. The students' score from pre-test, post-test 1 and post-test 2 were shown in the table.
Table 4.1

The Students’ Writing Score of Pre-test, Post-test 1, and Post-test 2

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>66</td>
<td>78*</td>
<td>80*</td>
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<tr>
<td>2</td>
<td>60</td>
<td>78*</td>
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<tr>
<td>26</td>
<td>68</td>
<td>70</td>
<td>72</td>
</tr>
</tbody>
</table>
*The students who passed the KKM (75)*

To compare the test result between pre-test and post-test of each cycle, the writer used some steps. Those were calculating the students’ mean score of the test, calculating the class percentage, and calculating the students’ improvement score from pre-test to post-test 1 and 2 into a percentage.

In analyzing the data of pre-test, the first step was to get the mean score of the class. It was calculated as follows:

\[
\bar{X} = \frac{\sum x}{n} = \frac{1866}{30} = 62.2
\]

For that calculation above, it was known that the mean score in pre-test before implementing Classroom Action Research (CAR) was 62.2.

Next, to get the percentage of students who passed the Minimum Mastery Criteria-KKM (Kriteria Ketuntasan Minimum), the writer used:
\[ P = \frac{F}{N} \times 100 \% \]

\[ = \frac{5}{30} \times 100 \% \]

\[ = 16.67 \% \]

From that calculation, there were only five or 16.67\% students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) meanwhile, and the other 25 students were below criterion. From the data. The lowest achievement score was 45, and the highest score was 85. It can be concluded that almost all of 9.1 students' ability in writing procedure text was still low. It could be seen from the figure below:

**Figure 4.4**

The Percentage of Students’ Score before Implementation

Based on the diagram above, it can be seen that the pre-test score of students whose scores were above 75 (KKM standards) was almost 83\% and those that passed the KKM were almost 17\%. So it can be concluded that students' ability in writing procedure text was still low. Next, in cycle 1 of Classroom Action Research, the writer calculated the result of post-test 1 to know the students' score improvement from the result of the pre-test to post-test. There were 3 steps to get this improvement. Those were the students' mean score of the class, calculating the students' improvement score into percentage and
calculating the class percentage. The first step was to calculate students' mean score in the post-test; the writer used the formula below:

$$\bar{X} = \frac{\sum_{i=1}^{n} x_i}{n}$$

$$= \frac{2283}{30}$$

$$= 76.1$$

From the calculation above, it shows that the students' mean score in post-test 1 is 76.1. It means that there are some improvements from pre-test to post-test 1. The improvement was 13.9 (76.1-62.2).

Next, to know the percentage of students' improvement from pre-test to post-test 1, the writer used:

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

$$= \frac{76.1 - 62.2}{62.2} \times 100\%$$

$$= 22.34\%$$

Based on the calculation above, it shows that the percentage of students' writing scores' improvement from pre-test to post-test 1 was 22.34%.

To analyze the percentage of students who passed the Minimum Mastery Criteria (KKM), below was the formula:

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

$$= \frac{19}{30} \times 100\%$$

$$= 63.33\%$$
The result of that calculation shows that 63.33% of the class passed the Minimum Mastery Criteria (KKM). 19 students passed the KKM and 11 students who were still below the KKM. The class percentage of post-test 1 showed some students' improvement in the class percentage in the pre-test (16.67). The students' improvement, which passed the KKM was 46.7 (63.33% - 16.67%). Even though it was still needed more improvement because it could not achieve 75% yet as criteria of success of this study. Therefore, the writer did the cycle 2 because some students still gained low scores. It could be seen from the figure below:

![Figure 4.5](image)

Hereafter, in cycle 2 of Classroom Action Research, the writer also calculated the result of post-test 2 to know the students' score improvement either from the result of pre-test and post-test 1.

The first step was to calculate students' mean score in post-test 2, and the writer used the formula below:

\[ \bar{X} = \frac{\sum x}{n} \]

\[ = \frac{2438}{30} \]

\[ = 81.27 \]
From the calculation above, it shows that the students' mean score in post-test 2 is 81.27. It means that there are some improvements from post-test 1 to post-test 2. The improvement is 5.17 (81.27-76.1).

Next, to know the percentage of students' improvement from pre-test to post-test 2, the writer used:

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

\[ = \frac{81.27 - 62.2}{62.2} \times 100\% \]

\[ = \frac{19.07}{62.2} \times 100\% \]

\[ = 30.66\% \]

Based on the calculation above, it shows that the percentage of students' writing scores' improvement from pre-test to post-test 2 is 30.66%.

The next step was that the writer tried to get class percentage whose the score passed the KKM. It used the calculation was as follows:

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

\[ = \frac{28}{30} \times 100\% \]

\[ = 93.33\% \]

The result of that calculation shows that 93.33% of the class passed the Minimum Mastery Criteria (KKM). 28 students passed the KKM and 2 students who were still below the KKM. The class percentage of post-test 2 showed some students' improvement from the previous test. The students' improvement, which passed the KKM was 76.66% from
pre-test (93.33%-16.67%) and 30% from the class percentage of post-test 1 (93.33%-63.33%). It could be seen from the figure below:

Figure 4.6
The Percentage of Students’ Score in Post-test 2

From all calculation above, the writer interpreted the result after implementation of Classroom Action Research from cycle 1 up to cycle 2. It could be seen from the result of pre-test, post-test 1, and post-test 2. Here, the writer described the students’ score improvement from pre-test, post-test 1 and post-test 2 through the figure below:
Based on the figure above, it showed that there was a significant improvement of the students’ score who passed the Minimum Mastery Criteria (KKM). In the pre-test there were only 5 students who passed the KKM, while the rest of students which were 25 students under the KKM score. Then, in post-test cycle 1, there were only 11 students who passed the KKM, while the rest of students which were 19 students under the KKM score. The last, in the post test of cycle 2, the gap was quite large from the post-test 1. There were 28 students who passed the KKM and only 2 students who under the KKM.

Furthermore, an increase in students' scores in writing occurred in various writing elements, especially in the organization of texts. For more details, see the figure below:
Based on the figure above, it showed that there was an improvement in all writing elements of students from pre-test to post-test in cycle 1 and cycle 2, especially in organization of texts. In the pre-test, the mean of organization was 8.9. Then, in post-test cycle 1, the mean of organization was 14, and in the last, in the post test of cycle 2 was 16.4. So, it can be concluded that mind mapping can improve students’ writing of procedure text.

B. The Data Interpretation

There were four data sources in this study; observation, interview, test, and documentation. To know the validity of the data, the writer used triangulation which commonly used in action research. Here was the explanation of each data:

1. The Data of Observation

Observation result, which was derived from the writer and the teacher was compared. It purposed to get the reliability of each data. Based on observation (from pre-observation until the observation on cycle 1 and cycle
2) many improvements from the students' side. From the result of observation, it indicated that students were more enthusiastic and more highly motivated to write using the mind-mapping technique. On the other hand, the teacher and observer did not find the sleepy student any more.

2. The Data of Interview

The data obtained from the interview show that mind-mapping can improve students' ability in writing procedure text. The students have a lack of ideas in their writing. Besides, they have difficulties in organizing the text. Based on the phenomena, the writer suggested the mind-mapping technique to help the student writing ability. After implementing the action and knowing the improvement of students' ability in writing, the teacher was motivated to use mind mapping as one of her technique in writing.

3. The Data of Test

In this study, the writer did the test thrice, and those were: pre-test, post-test 1 and post-test 2. Based on the result of tests, the students' scores from pre-test, post-test 1 and post-test 2 were improving.

Based on the result of the pre-test, the data showed that the mean score of the pre-test was 62.2. There were five or 16.67% of students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) meanwhile, the other 24 students were below criterion. Furthermore, the students' mean score in post-test 1 was 76.1. It meant that there are some improvements from pre-test to post-test 1. The improvement was 13.9 (76.1-62.2) or 22.34%.

Meanwhile, the class percentage, which passed the KKM in post-test 1 was 63.33% of the class passed the Minimum Mastery Criteria (KKM). It showed 19 students passed the KKM and 11 students who were still below the KKM. Even though it was still needed more improvement because it could not achieve 75% yet as criteria of success of this study. Next, the students’ mean score in post-test 2 was 81.27. It meant that there are some
improvements from post-test 1 to post-test 2. The improvement was 5.17 (81.27-76.1) or 30.66%. Meanwhile, the class percentage which passed the KKM was 93.33%. 28 students passed the KKM, and there were only 2 students who were still below the KKM. The post-test 2 had fulfilled the criteria of success; that was above 75% of students could pass the KKM. Automatically, it could be said that the classroom Action Research (CAR) was a success, and the cycle was stopped.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this research, Classroom Action Research was used to improve students’ writing ability, especially in procedure text. Based on the research conducted at the ninth grade of SMP Islam Ruhama Cireundeu in the academic year 2019/2020, it can be concluded that the students could improve their writing skill of procedure text through mind mapping. It could be proven by several facts; related to observation results, students were more interested and motivated in learning the writing of procedure text. It was evidenced by the enthusiasm of students in participating in learning, so that they were able to make a procedure text correctly.

Associated with the results of the interview, the response of teachers and students to the application of mind mapping was positive. Students felt enthusiastic in learning, and their understanding of procedure text increased, especially in organizing steps. It could be seen from test result. Moreover, according to the teacher, the technique would be an alternative way of teaching and learning to write. Based on test results, there was some progress of students’ scores from pre-test to post-test 2. In the pre-test, there were only 5 or 16.67% of students who passed the KKM, and the mean score of the pre-test was 62.2. Then, in the post-test 1, there were 19 or 63.33% students who passed the KKM, and the mean score of post-test 1 was 76.1. Next in the post-test 2, there were 28 or 93.33% students who passed KKM in which their mean score of post-test 2 was 81.27. Based on the criterion of success, the cycle will be stopped when the percentage of students who passed the KKM is 75%. Thus, in this research, the action was stopped in cycle 2 because it has already passed the criterion of success.
Therefore, the writer concluded that mind mapping technique improved students' skills in writing procedure text at the nine grades of SMP Islam Ruhama Cireundeu in academic year 2019/2020. Besides, the students became more interested and creative in exploring the ideas by using mind-mapping because it uses colors, pictures, and many links. In summary, mind mapping helps the students gained scores in writing.

B. Suggestion

In this part, the writer would like to contribute some suggestions for the English teachers and the other research based on the research findings and discussion. The writer suggests several points below:

1. Teachers are expected to give a colorful and exciting mind-mapping sample when they introduce it to students as a strategy of writing or other skill. So, students have a picture of the types of mind-mapping and have several choices in making mind-mapping.

2. Students are expected to use color paper and color pens in making mind-mapping in order for their mind mapping more colorful and alive.

3. To further researchers, especially those who have similar problems and interests in conducting research, it is suggested that this research can be a reference for solving these problems. The researcher also hopes this research can be useful for other researchers who want a comparative study to be conducted. Lastly, researchers also possible to apply this technique to other skills or levels.
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APPENDICES
Appendix 1: The Schedule of Classroom Action Research

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<th>No</th>
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<td>Meet the headmaster of SMP Islam Ruhama Cireundeu to ask permission to do research</td>
<td>August 1st, 2019</td>
</tr>
<tr>
<td>2</td>
<td>Meet the English teacher to make research frame work and to make sure the start of the research</td>
<td>August 2nd, 2019</td>
</tr>
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<td>3</td>
<td>Conduct pre-observation</td>
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<tr>
<td>4</td>
<td>Conduct pre-interview</td>
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<td>Post-test 2</td>
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<td>10</td>
<td>Conduct post-interview</td>
<td>October 2nd, 2018</td>
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<tr>
<td>11</td>
<td>Give the hole result to English Teacher</td>
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### Appendix 2: Observation Sheet of Teacher’s Activity

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</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>Conveying the indicators that would be reached</td>
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</tr>
<tr>
<td>5</td>
<td>Using media based on the lesson plan</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Explaining procedure text</td>
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</tr>
<tr>
<td>7</td>
<td>Focusing on students’ attention toward teaching learning process</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Using mind mapping when conveying the subject</td>
<td></td>
</tr>
<tr>
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<td>Organizing discussion activity</td>
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<tr>
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<td>Guidance of group</td>
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<tr>
<td>11</td>
<td>Giving chance to students for giving idea</td>
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</tr>
<tr>
<td>12</td>
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<tr>
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<tr>
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<td>16</td>
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Note:
SB: Sangat Baik/Very Good; B= Baik/ Good; C= Cukup/ Adequate; K= Kurang/Insufficient.

Observer

Priska Amaliani, S.Pd.
Appendix 3: Observation Sheet of Student’s Activity

Subject:

Date:

Meeting/Cycle:

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<td>3</td>
<td>Students’ participation in asking and giving idea</td>
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<tr>
<td>4</td>
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<td>Effectiveness in using time</td>
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<td>7</td>
<td>Students’ fluency in answering the question</td>
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Note:

SB: Sangat Baik/Very Good; B= Baik/ Good; C= Cukup/ Adequate; K= Kurang/Insufficient.

Observer

Priska Amaliani, S.Pd.
Appendix 4: The Result of Observation of Teacher’s Activity

### Observation Sheet of Teacher's Activity

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<td>Enthusiast toward students’ answer and perception</td>
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**Legend:**
- **SB**: Sangat Baik (Very Good)
- **B**: Baik (Good)
- **C**: Cukup (Adequate)
- **K**: Kurang (Insufficient)

Observer:

Priska Amalia, S.Pd.
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**Note:**

SB: Sangat Baik/Very Good, B: Baik/Good, C: Cukup/Adequate, K: Kurang/Insufficient.

Observer

Priska Amalia, S.Pd.
**Observation Sheet of Teacher's Activity**

**Subject:** Procedure Test  
**Date:** 28-06-2019  
**Meeting Cycle:** 10/1

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**Note:**  
### Observation Sheet of Teacher's Activity

**Subject:** Procedure Text  
**Date:** 11 - 09 - 2019  
**Meeting/Cycle:** 1/11

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**Note:**  
SB: Sangat Baik/Very Good, B= Baik/ Good; C= Cukup/ Adequate; K= Kurang/Insufficient.

Observer:  
Priska Amalia, S.Pd.
### Observational Sheet of Teacher's Activity

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**Meeting/Cycle:** 1/11

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- SB: Sangat Baik/Very Good
- B: Baik/ Good
- C: Cukup/ Adequate
- K: Kurang/ Insufficient

---

**Observer**

Priska Amalia, S.Pd.
# Observation Sheet of Teacher's Activity

**Subject:** Procedure Text  
**Date:** 25-09-2023  
**Meeting Cycle:** III/III

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<td>1</td>
<td>Preparing the condition of the class and the students</td>
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<td>3</td>
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<td>Conveying the indicators that would be reached</td>
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<td>Explaining procedure text</td>
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<td>Focusing on students' attention toward teaching learning process</td>
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<td>8</td>
<td>Using mind mapping when conveying the subject</td>
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<td>Organizing discussion activity</td>
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<td>11</td>
<td>Giving chance to students for giving idea</td>
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<td>Observing the difficulty development of students' learning process</td>
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<td>The ability to give evaluation based on indicator</td>
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</table>

**Note:**

SB: Sangat Baik/Very Good; B = Baik/Good; C = Cukup/Adequate; K = Kurang/Insufficient.

Observer:

Priska Amalia, S.Pd.
Appendix 5: The Result of Observation of Students’ Activity

<table>
<thead>
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<td>Students' participation in discussing procedure text</td>
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<tr>
<td>3</td>
<td>Students' participation in asking and giving idea</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>Students’ fluency in writing a procedure text</td>
<td>K</td>
</tr>
<tr>
<td>5</td>
<td>Students’ carefulness in writing a procedure text</td>
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</tr>
<tr>
<td>6</td>
<td>Effectiveness in using time</td>
<td>✔</td>
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<td>7</td>
<td>Students’ fluency in answering the question</td>
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Observer: [Signature]
Pjiska Amalia, S.Pd.
## OBSERVATION SHEET OF STUDENT'S ACTIVITY

**Subject:** Text

**Date:** 21-09-2019

**Meeting/Cycle:** 8/1

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<td>Students’ participation in asking and giving idea</td>
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**Note:**
SB: Sangat Baik Very Good; B= Baik Good; C= Cukup Adequate; K= Kurang Insufficient.

Observer:

Priska Amalia, S.Pd.
**OBSERVATION SHEET OF STUDENT'S ACTIVITY**

**Subject:** Procedure Text

**Date:** 28 - 08 - 2017

**Meeting Cycle:** W/A

<table>
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SIJ: Sangat Baik/Very Good, B = Baik/ Good, C = Cukup/ Adequate; K = Kurang/Insufficient.

Observer: [Signature]

Priska Amalia, S.Pd.
### Observation Sheet of Student's Activity

**Subject:** Text Language  
**Date:** 11 - 05 - 2019  
**Meeting Cycle:** \( \checkmark \)

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**SB:** Sangat Baik / Very Good, **B:** Baik / Good, **C:** Cukup / Adequate, **K:** Kurang / Insufficient.

---

**Observer:** [Signature]

Priaka Amalia, S.Pd.
# Observation Sheet of Student's Activity

**Subject:** Procedure Text  
**Date:** 10-09-2019  
**Meeting/Cycle:** W/I

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<td>3</td>
<td>Students' participation in asking and giving idea</td>
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<tr>
<td>5</td>
<td>Students' carefulness in writing a procedure text</td>
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<td>Effectiveness in using time</td>
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<td>7</td>
<td>Students' fluency in answering the question</td>
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**Note:**  
SB: Sangat Baik/Very Good; B= Baik/ Good; C= Cukup/ Adequate; K= Kurang/Insufficient.

Observer:  
Priska Amalia, S.Pd.
# Observation Sheet of Student's Activity

**Subject:** Procedure

**Date:** 25-09-2019

**Meeting Cycle:** W/W

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</table>

**Note:**


---

Observer: [Signature]

Priska Amalia, S.Pd.
Appendix 6: Interview guideline with the student before CAR

1. Bagaimana tanggapan kamu selama ini terhadap proses pembelajaran bahasa Inggris di kelas?
2. Berapa nilai bahasa Inggris yang kamu peroleh?
3. Kemampuan (skill) bahasa Inggris apa yang kamu anggap sulit?
4. Materi writing jenis teks apa yang harus kamu kuasai pada semester ini? Dan jenis teks apa yang sudah diberikan guru bahasa Inggris?
5. Kesulitan apa yang kamu temui dalam menulis teks dalam bahasa Inggris?
6. Menurut kamu apa penyebab kesulitan kamu?
7. Teknik apa yang pernah digunakan oleh guru kamu dalam pelajaran bahasa Inggris khususnya writing?
8. Apakah kamu tahu teknik mind mapping?
Appendix 7: Interview guideline with the student after CAR

1. Bagaimana tanggapan kamu setelah proses pembelajaran menulis teks prosedur dengan menggunakan teknik *mind mapping* di kelas?
2. Berapa nilai bahasa Inggris kamu dalam pembelajaran menulis teks prosedur dengan menggunakan teknik *mind mapping*?
3. Dari nilai kamu yang telah disebutkan, sudahkah kamu mencapai KKM?
4. Kesulitan apa yang kamu hadapi ketika menulis teks prosedur dengan menggunakan teknik *mind mapping*?
Appendix 8: Interview guideline with the teacher before CAR

1. Menurut Ibu, bagaimana tanggapan siswa/i Ibu dalam proses pembelajaran bahasa Inggris di kelas?
2. Berapa nilai KKM untuk mata pelajaran bahasa Inggris di sekolah ini? Dan bagaimana hasil perolehan nilai bahasa ingris siswa/i di kelas 9.1?
3. Kemampuan (skill) bahasa Inggris apa yang dianggap sulit bagi siswa/i Ibu?
4. Untuk semester ini, jenis teks apa yang harus dikuasai?
5. Bagaimana respon siswa/i Ibu ketika mengikuti pelajaran bahasa Inggris khususnya menulis?
6. Ketika menulis teks bahasa Inggris, apa kesulitan yang dialami siswa/i Ibu?
7. Menurut Ibu, apa saja penyebab kesulitan yang dialami mereka?
8. Teknik pengajaran seperti apa yang sudah Ibu gunakan dalam pembelajaran menulis bahasa Inggris terutama materi teks prosedur?
9. Untuk saat ini, apakah Ibu mempunyai rencana lain untuk mengatasi kesulitan siswa/i dalam menulis?
10. Apakah Ibu mengetahui teknik mind mapping?
11. Menurut Ibu, apakah teknik pengajaran mind mapping dapat meningkatkan kemampuan menulis teks prosedur siswa/i Ibu?
Appendix 9: Interview guideline with the student after CAR

1. Apa pendapat Ibu, setelah melihat proses pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping?

2. Bagaimana kemampuan pemahaman menulis siswa/i Ibu setelah diterapkannya teknik mind mapping?

3. Menurut Ibu, bagaimana cara mengatasi kendala tersebut?

4. Kendala apa yang terlihat selama proses pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping?

5. Menurut Ibu, bagaimana cara mengatasi kendala tersebut?

6. Setelah Ibu melakukan observasi pembelajaran menulis dengan menggunakan teknik mind mapping, apakah teknik mind mapping sangat efektif untuk meningkatkan kemampuan siswa/i dalam menulis teks prosedur?
Appendix 10: Interview with the student before CAR

1. Bagaimana tanggapan kamu selama ini terhadap proses pembelajaran bahasa Inggris di kelas?
   *Tanggapannya sih baik-baik saja. Terus cara pembelajarannya juga bikin masuk keotak jelas dan mudah diresapi.*

2. Berapa nilai bahasa Inggris yang kamu peroleh?
   *Ada 80, 90.*

3. Kemampuan (skill) bahasa Inggris apa yang kamu anggap sulit?
   *Kataku yang paling sulit yang membuat apa ya, bercerita tapi menggunakan simple present tense, past tense.*

4. Materi writing jenis teks apa yang harus kamu kuasai pada semester ini?
   *Ada tentang ucapan selamat, terus tentang tidak suka dan suka kayak pendapat gitu dan jenis teks cerita, bikin cerita teks prosedur.*

5. Kesulitan apa yang kamu temui dalam menulis teks dalam bahasa Inggris?
   *Kalimat bacaan yang kurang dipahami. Kayak kurang ngerti gitu deh.*

6. Menurut kamu apa penyebab kesulitan kamu?
   *Aku kan jujur emang gak terlalu pinter bahasa inggris, jadi kadang setiap kata kurang tau artinya, maknanya.*

7. Teknik apa yang pernah digunakan oleh guru kamu dalam pelajaran bahasa Inggris khususnya writing?
   *Banyak sih, kayak permainan membuat lingkaran, terus kita nulis dikertas, nanti siapa yang bisa jawab ngejawab. Yang gak bisa jawab nanti oper kekelompok lain.*

8. Apakah kamu tahu teknik mind mapping?
   *Tidak tahu*
Appendix 11: Interview with the student after CAR

1. Bagaimana tanggapan kamu setelah proses pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping di kelas?
   Yang pertama saya jadi lebih paham terus yang kedua saya jadi lebih senang karena proses pembelajaran membuat mudah dipahami dan gampang masuk ke otak

2. Berapa nilai bahasa Inggris kamu dalam pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping?
   Nilainya menjadi tinggi dan gak dibawah KKM

3. Dari nilai kamu yang telah disebutkan, sudahkah kamu mencapai KKM?
   Sudah.

4. Kesulitan apa yang kamu hadapi ketika menulis teks prosedur dengan menggunakan teknik mind mapping?
   Tidak ada
Appendix 12: Interview with the teacher before CAR

1. Menurut Ibu, bagaimana tanggapan siswa/i Ibu dalam proses pembelajaran bahasa Inggris di kelas?
   
   *Kelas kita kan heterogen ya, jadi gak semuanya sama kualitas dan background knowledgenya. Jadi kalau pas kebetulan masuk kekelas yang menurut saya bagus rata-ratanya, mereka lebih antusias daripada kelas yang lain.*

2. Berapa nilai KKM untuk mata pelajaran bahasa Inggris di sekolah ini? Dan bagaimana hasil perolehan nilai bahasa inggris siswa/i di kelas 9.1?
   
   *KKMnya 75 untuk bahasa Inggris dan rata-rata dikelas 9.1 mereka sudah Intermediate lah*

3. Kemampuan (skill) bahasa Inggris apa yang dianggap sulit bagi siswa/i Ibu?
   
   *Speaking almost and writing*

4. Untuk semester ini, jenis teks apa yang harus dikuasai?
   
   *Procedure text*

5. Bagaimana respon siswa/i Ibu ketika mengikuti pelajaran bahasa Inggris khususnya menulis?
   

6. Ketika menulis teks bahasa Inggris, apa kesulitan yang dialami siswa/i Ibu?
   
   *Lack of vocabulary off course*

7. Menurut ibu, apa saja penyebab kesulitan yang dialami mereka?
   
   *Jadi mereka tu klo tidak tahu katanya, malas cari.*

8. Teknik pengajaran seperti apa yang sudah Ibu gunakan dalam pembelajaran menulis bahasa Inggris terutama materi teks prosedur?
   
   *Ini baru mau masuk text procedure. Jadi saya memang belum pernah ngasih mereka tugas apapun.*

9. Untuk saat ini, apakah Ibu mempunyai rencana lain untuk mengatasi kesulitan siswa/i dalam menulis?
Saya sih sudah pernah mengatasi kesulitan-kesulitan khususnya vocabulary ya, mereka harus setor 5 vocabulary every meeting atau mereka bikin kamus sendiri, tulis sendiri kemudian dihafalkan, setoran. Cuma belum semua siswa melaksanakan itu.

10. Apakah Ibu mengetahui teknik mind mapping?

   Sedikit-sedikit

11. Menurut Ibu, apakah teknik pengajaran mind mapping dapat meningkatkan kemampuan menulis teks prosedur siswa/i Ibu?

   Kemungkinan besar iya. Karena kalau kita mind mapping anak-anak sudah terstruktur mau bahasnya apa dan mungkin itu akan mempermudah anak-anak menulis.
Appendix 13: Interview with the student after CAR

1. Apa pendapat Ibu, setelah melihat proses pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping?
   *Pendapat saya bagus karena dengan mengaplikasikan mind-mapping anak-anak bisa mengelompokan dan ketertarikan anak untuk membuat prosedur teks lebih ada*

2. Bagaimana kemampuan pemahaman menulis siswa/i Ibu setelah diterapkannya teknik mind mapping?
   *Kemampuan pemahaman menulisnya meningkat ya, karena saya mencoba memberi tugas dan beberapa assignment dan hasilnya bagus*

3. Kendala apa yang terlihat selama proses pembelajaran menulis teks prosedur dengan menggunakan teknik mind mapping?
   *Anak-anak masih kurang masalah grammar, saya tahu maksudnya tapi secara grammar masih belum tepat*

4. Menurut Ibu, bagaimana cara mengatasi kendala tersebut?
   *Practice terus dan membiasakan membuat prosedur teks*

5. Setelah Ibu melakukan observasi pembelajaran menulis dengan menggunakan teknik mind mapping, apakah teknik mind mapping sangat efektif untuk meningkatkan kemampun siswa/i dalam menulis teks prosedur?
   *Tentu ya, mind-mapping sangat membantu. Karena dengan mind mapping membantu murid mengorganisir apa yang ditulisnya*
Appendix 14  

Students’ Worksheet  

(Pre-Test)

<table>
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<tbody>
<tr>
<td>Class :</td>
<td>Date :</td>
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Instruction!

- Write a procedure text of how to make a cup of coffee.
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.
Appendix 15  Students’ Worksheet  
(Post-Test 1)

<table>
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<tbody>
<tr>
<td>Class :</td>
<td>Date :</td>
</tr>
</tbody>
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Instruction!

- Write a procedure text of how to make indomie fried noodle
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.
Appendix 16          Students’ Worksheet
(Post-Test 2)

<table>
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</thead>
<tbody>
<tr>
<td>Class</td>
<td>Date</td>
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</table>

Instruction!

- Write a procedure text of how to make fried rice.
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.
### Appendix 17: Students’ pre-test score

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<td>17</td>
<td>90</td>
</tr>
</tbody>
</table>

Mean 17 16.4 16.4 16 15.5 81.2
Appendix 20: The Chart of The Improvement of Students' Writing Score
Appendix 21: Lesson plan cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Islam Ruhama Ciputat  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX/Ganjil  
Tahun Pelajaran : 2019/2020  
Materi Pokok : Procedure Text  
Alokasi Waktu : 6 x 40 menit

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</td>
<td></td>
</tr>
</tbody>
</table>
internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakkan dan menanyakan tentang resep dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya

3.7.1 Mengidentifikasi **fungsi sosial** teks prosedur
3.7.2 Menerapkan **struktur teks** prosedur berupa resep dan manual.
3.7.2 Menerapkan **unsur kebahasaan** teks prosedur berupa resep dan manual.

4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.

4.7.1 Menceritakan kembali teks prosedur berupa resep atau manual pendek sederhana yang dibaca atau diperdengarkan.
4.7.2 Menulis kembali dalam bentuk rangkuman teks prosedur berupa resep atau manual pendek sederhana yang dibaca atau diperdengarkan

4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.8.1 Membuat teks prosedur berbentuk resep dan manual sederhana.
C. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat
1. Memahami dan menguasai struktur dan ciri khas teks prosedur
2. Membuat teks prosedur dengan menggunakan teknik *mind mapping*

D. Materi Pembelajaran

1. Definisi dan fungsi sosial/ tujuan.

*Procedure text* adalah suatu jenis teks yang menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah – langkah.

*Procedure text* sendiri bertujuan untuk memberi petunjuk tentang langkah-langkah/ metode/ cara-cara dalam membuat, mengoperasikan, atau melakukan sesuatu.

2. Struktur teks (*generic structure*).

*Procedure text* pada umumnya memiliki struktur teks sebagai berikut:

- **Goals/ aim**: berisi tujuan kegiatan atau hal yang akan dilakukan atau dibuat nantinya.
- **Materials/ tools**: berisi bahan-bahan dan terkadang alat-alat yang dibutuhkan untuk membuat suatu barang/ melakukan suatu hal. Dalam *procedure text*, materials bersifat opsional atau tidak selalu ada.
- **Steps**: serangkaian langkah-langkah atau tips yang harus dilakukan.
- **Conclusion/ result**: berisi hasil akhir dari apa yang telah dikerjakan sesuai dengan langkah-langkah yang dilakukan.

3. Unsur kebahasaan (*language features*).

*Procedure text* biasanya memiliki unsur kebahasaan sebagai berikut:

- **Imperative**: kalimat-kalimat perintah seperti *cut the vegetables, pour the water*, dan lain-lain.
- **Simple present tense**: menggunakan kata kerja bentuk pertama (*present*), seperti *serve, pour, place*, dan lainnya.
- **Action Verbs**: kata kerja yang menunjukkan kegiatan fisik, misalnya *mix, put, turn*, dan lain sebagainya.
- **Connective of sequence**: kata penghubung yang menghubungkan langkah yang satu dengan yang lainnya, seperti *then, while, next, after that*, dan lain sebagainya.
- **Numbering**: angka-angka yang menunjukkan urutan kegiatan, misalnya *first, second, third*, dan lainnya.

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash</td>
<td>mencuci</td>
</tr>
<tr>
<td>Pat dry</td>
<td>mengeringkan</td>
</tr>
<tr>
<td>Slice</td>
<td>mengiris</td>
</tr>
<tr>
<td>Put in</td>
<td>memasukkan</td>
</tr>
<tr>
<td>Cut off</td>
<td>memotong</td>
</tr>
<tr>
<td>Bowl</td>
<td>mengaduk</td>
</tr>
<tr>
<td>Slice</td>
<td>mengiris</td>
</tr>
<tr>
<td>Mix</td>
<td>mencampur</td>
</tr>
<tr>
<td>Poured</td>
<td>menuang</td>
</tr>
<tr>
<td>Sprinkle</td>
<td>menaburkan</td>
</tr>
<tr>
<td>Put aside</td>
<td>menyisihkan</td>
</tr>
<tr>
<td>Add</td>
<td>menambahkan</td>
</tr>
<tr>
<td>Chop</td>
<td>memotong</td>
</tr>
</tbody>
</table>

**Example of procedure text**

**How to make a cup of tea**

**Ingredients**
- water
- tea
- jug
- cup

**Steps**:
1. First of all, prepare all the material.
2. Second, boil water in your jug.
3. Third, place tea bag into cup while waiting for water to boil
4. Next, pour boiled water into your cup.
5. Finally, serve the tea to enjoy.

**How to make Sandwich**

**MATERIALS**:
1. Two slice of bread
2. Cheddar cheese
3. Tomato sauce
4. Mayonnaise
5. Tomatoes
6. Lettuce leaves

**STEPS**:
First, place a slice of bread on the plate.
Second, put the tomato sauce.
Third, add salad, slice tomatoes, cheddar cheese, mayonnaise, tomato sauce.
After that, add lettuce leaves
Then, put a slice of bread on the top and Finally, serve it

E. Metode Pembelajaran
1. Active learning

F. Sumber Belajar
Teks prosedur dan buku yang terkait

G. Media Pembelajaran
1. Media: Proyektor
2. Alat dan bahan: spidol warna, kertas flipcart

D. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru memberi salam (greeting);</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar</td>
<td></td>
</tr>
</tbody>
</table>
dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Warming up
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Observing</th>
<th>55 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru menampilkan gambar makanan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan definisi, struktur dan unsur kebahasaan <em>procedure text</em>.</td>
<td></td>
</tr>
</tbody>
</table>

*Questioning*

- Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang diperlajari.
### Associating
- Guru membagi siswa menjadi beberapa kelompok.

### Exploring
- Guru memberikan tugas kepada siswa untuk mengidentifikasi teks yang diberikan oleh guru.

### Communicating
- Beberapa kelompok siswa mempresentasikan hasil tugas mereka di depan kelas.

### Observing
- Guru memberikan komentar atas apa yang telah dipresentasikan siswa.

### Kegiatan Akhir
- Guru bersama siswa menyimpulkan materi yang sudah dipelajari.
- Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.
- Guru memberikan tugas kepada siswa yang akan dikerjakan siswa di rumah.
- Guru memberikan informasi mengenai pertemuan selanjutnya.

10 menit
Guru dan siswa berdoa kemudian ditutup dengan salam.

**Pertemuan kedua**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan awal | - Guru memberi salam (*greeting*);  
- Guru memeriksa kehadiran siswa;  
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;  
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;  
- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;  
- Warming up  
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus. | 15 menit |
| Kegiatan inti | **Observing** |       |
| Guru menampilkan gambar makanan.  
Guru menjelaskan definisi, struktur dan unsur kebahasaan *procedure text*. | 55 menit |
|---|---|
| **Questioning**  
Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang diperlajari. |---|
| **Associating**  
Guru membagi siswa menjadi beberapa kelompok. |---|
| **Exploring**  
Guru memberikan tugas kepada siswa untuk mengidentifikasi teks yang diberikan oleh guru. |---|
| **Communicating**  
Beberapa kelompok siswa mempresentasikan hasil tugas mereka di depan kelas. |---|
| **Observing**  
Guru memberikan komentar atas apa yang telah dipresentasikan siswa. |---|
| Kegiatan akhir  
Guru bersama siswa menyimpulkan materi yang sudah dipelajari.  
Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.  
Guru memberikan tugas kepada siswa yang akan dikerjakan siswa di rumah. | 10 menit |
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan siswa berdoa kemudian ditutup dengan salam.

**Pertemuan kedua**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan awal     | - Guru memberi salam *(greeting)*;  
- Guru memeriksa kehadiran siswa;  
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;  
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;  
- Guru mereview pelajaran sebelumnya mengenai definisi, struktur dan unsur kebahasaan *procedure text*.  
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.                                                                 | 15 menit |
<p>| Kegiatan inti     | <strong>Observing</strong>                                                                                                                                                                                                       |          |</p>
<table>
<thead>
<tr>
<th>Aktivitas</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>Guru menampilkan contoh macam-macam mind mapping.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Guru bertanya kepada siswa tentang <em>how to make Indomie fried noodle</em> dan siswa menyebutkan kata-kata kunci dari contoh tersebut seperti <em>make, cook, boil, open, pour, drain, mix, ready</em>.</td>
</tr>
<tr>
<td>Observing</td>
<td>Guru menjelaskan bagaimana membuat <em>mind-mapping</em> berdasarkan kata-kata kunci yang disebutkan siswa.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Guru memberi kesempatan kepada murid untuk bertanya terkait membuat procedure text menggunakan mind mapping.</td>
</tr>
<tr>
<td>Associating</td>
<td>Guru membagi siswa menjadi beberapa kelompok.</td>
</tr>
<tr>
<td>Exploring</td>
<td>Guru memberikan tugas kepada siswa untuk mengidentifikasi contoh procedure text menggunakan mind mapping.</td>
</tr>
<tr>
<td>Communicating</td>
<td></td>
</tr>
<tr>
<td>Kegiatan akhir</td>
<td>Deskripsi Kegiatan</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.</td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan informasi mengenai pertemuan selanjutnya.</td>
</tr>
<tr>
<td></td>
<td>• Guru dan siswa berdoa kemudian ditutup dengan salam.</td>
</tr>
</tbody>
</table>

**Pertemuan ketiga**

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru memberi salam (<em>greeting</em>);</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</td>
<td></td>
</tr>
</tbody>
</table>
- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Warming up
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru menjelaskan kembali mengenai <em>procedure text</em> dan bagaimana membuat <em>procedure text</em> menggunakan <em>mind mapping</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang diperlajari.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associating</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru membagi siswa menjadi beberapa kelompok.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memberikan tugas kepada siswa membuat <em>procedure text</em> menggunakan <em>mind mapping</em> secara berkelompok</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating</th>
</tr>
</thead>
</table>
Beberapa kelompok siswa mempresentasikan hasil tugas mereka di depan kelas.

**Observing**
- Guru memberikan komentar atas apa yang telah dipresentasikan siswa.

Kegiatan akhir
- Guru bersama siswa menyimpulkan materi yang sudah dipelajari.
- Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan siswa berdoa kemudian ditutup dengan salam.

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic, but lack detail.</td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>Fair to poor: limited knowledgeable of subject, title substance, and inadequate development topic.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17-14</td>
<td>Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor: not-fluent, ideas confused/disconnected, lack logical sequencing and development.</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor: does not communicate, no organization, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>Language use</td>
<td>25-22</td>
<td>Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average, effective but simple construction, minor problem, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor: major problem /complex construction, frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>Mechanic 5</td>
<td>Excellent to very good: demonstrates mastery of conversations, few errors of spelling, punctuation, capitalization, paragraphing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

**Total score** 1-100

Ciputat, 14 Agustus 2019
Guru Bahasa Inggris
Priska Amaliani, S.Pd.

Peneliti
Farid Fahmi
NIM. 11150140000009
Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device can not work until the SIM card is inserted.

When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction bellow:

First of all, press the locking catch and slide the cover then lift it off the phone.

After that, push two catches in the opposite directions and remove the battery.

Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.

Then, put the battery and align it until snaps into its place.

Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place

Don’t forget to switch on the cellphone. Wait until it is ready to use.
Identify generic structure and language feature this procedure text

“How to Make a Pancake”

**INGREDIENTS** :

- 3 – 4 spoonful of flour
- 2 eggs
- 1 ½ (250 ml) of milk
- 1 stick of butter

**MATERIALS** :

- 1 mixing bowl
- 2 table spoons
- 2 cups
- 1 small pan

**PROCEDURE** :

- Put the flour in the bowl.
- Put milk in a cup.
- Make sure it’s 250 ml of milk.
- Put the milk in the bowl.
- Break the 2 eggs into the bowl.
- Mix it with a spoon.
- Heat up the pan and put the butter
- Put the mix in the pan.
- Let the pancake mix cook about 5 minutes
- Flip pancake over when the top is brown.
- Your pancake its ready to be serve
How to Make a Glass of Coffee

Materials:

- Water
- Sugar
- Coffee
- Glass
- Spoon
- Kettle

Steps:

- Boil the water First
- Second, take two spoons of coffee and two spoons of sugar, put into a glass
- Next, pour the hot water into a glass
- Then, stir it gently
- Finally, your coffee is ready to drink
How to Make Banana Jam

INGREDIENTS

- 3 peeled bananas
- 1 cup of sugar or artificial sugar
- 1/3 a cup of water

STEPS

- First, put all those things out in front of you.
- Next, take the peeled bananas and slice the banana into very thin pieces. Put them aside in a bowl.
- Then, fill the pot with 1 cup of sugar and stir it continuously.
- Next, cook until brown in medium heat. Don’t step away for more than 10 seconds because this will burn if you don’t watch it carefully.
- Once brown, add 1/3 a cup of water and the sliced banana you put aside. Don’t forget to keep stirring on low heat.
- When no banana pieces are noticeable, turn off heat.
- After that, put in a container or covered bowl and put in the fridge until chilled.
- Finally, frozen banana jelly or jam finished.
Identify generic structure and language feature this procedure text

How to Make a Cup Milo

Ingredients:

- Powdered Milo
- Hot Water
- Sweetened Condensed Milk
- Fresh Milk / Pasteurized Milk

Instructions:

- First, put in about 4 tablespoons of Powdered Milo into a cup.
- Second, add Hot Water until it reaches about 3/4 of the cup.
- Third, stir and make sure all of the Powdered Milo is dissolved.
- Next, add in 3 tablespoons of Sweetened Condensed Milk and stir.
- Then, add in some Fresh Milk / Pasteurized Milk. Its amount should be around 1/10 of the cup.
- Finally, Add a little more Hot Water until nearly full and stir once more.
Blended Iced Cappuccino

Ingredients:

- whipped cream (optional)
- 1/2 cup of strong coffee
- 3 tablespoons of sugar
- 1 cup of ice cubes
- 1/4 cup of cream
- 2 cup skim milk

Instructions:

- First, brew a cup of coffee and let it cool.
- Then, put the ice cubes in the blender and pour the coffee over them.
- Next, add milk, sugar, and cream.
- After that, blend them all on medium speed until the ice is completely crushed.
- Next, pour the mixture into a glass.
- Finally, top it off with whipped cream.
Lampiran Gambar
- First, boil two glasses of water in a pan.
- Then, open the package of Indomie fried noodles.
- While waiting for the water to boil, pour the seasoning: chilli sauce, soya sauce and oil into a bowl.
- After the water is boiled, drain the noodles.
- Next, throw away the water.
- Then, pour the noodles into the bowl.
- After that, mix the noodles with the seasoning, sauce, and the other ingredients.
- Now, your noodles are ready.
Appendix 22: Lesson plan cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Islam Ruhama Ciputat
Mata Pelajaran    : Bahasa Inggris
Kelas/Semester   : IX/Ganjil
Tahun Pelajaran : 2019/2020
Materi Pokok     : Procedure Text
Alokasi Waktu    : 6 x 40 menit

A. Kompetensi Inti
KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</td>
<td></td>
</tr>
<tr>
<td>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</td>
<td></td>
</tr>
<tr>
<td>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td>3.7.1 Mengidentifikasi fungsi sosial teks prosedur</td>
<td></td>
</tr>
<tr>
<td>3.7.2 Menerapkan struktur teks prosedur berupa resep dan manual.</td>
<td></td>
</tr>
<tr>
<td>3.7.2 Menerapkan unsur kebahasaan teks prosedur berupa resep dan manual.</td>
<td></td>
</tr>
<tr>
<td>4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.</td>
<td></td>
</tr>
<tr>
<td>4.7.1 Menceritakan kembali teks prosedur berupa resep atau manual pendek sederhana yang dibaca atau diperdengarkan.</td>
<td></td>
</tr>
<tr>
<td>4.7.2 Menuliskan kembali dalam bentuk rangkuman teks prosedur berupa resep atau manual pendek sederhana yang dibaca atau diperdengarkan</td>
<td></td>
</tr>
<tr>
<td>4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td></td>
</tr>
<tr>
<td>4.8.1 Membuat teks prosedur berbentuk resep dan manual sederhana.</td>
<td></td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:

2. Memahami dan menguasai struktur dan ciri khas teks prosedur
3. Membuat teks prosedur dengan menggunakan teknik *mind mapping*

D. Materi Pembelajaran

1. Definisi dan fungsi sosial/ tujuan.

*Procedure text* adalah suatu jenis teks yang menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah – langkah.

*Procedure text* sendiri bertujuan untuk memberi petunjuk tentang langkah-langkah/ metode/ cara-cara dalam membuat, mengoperasikan, atau melakukan sesuatu.

2. Struktur teks (**generic structure**).

*Procedure text* pada umumnya memiliki struktur teks sebagai berikut:

- **Goals/ aim**: berisi tujuan kegiatan atau hal yang akan dilakukan atau dibuat nantinya.
- **Materials/ tools**: berisi bahan-bahan dan terkadang alat-alat yang dibutuhkan untuk membuat suatu barang/ melakukan suatu hal. Dalam *procedure text*, *materials* bersifat opsional atau tidak selalu ada.
- **Steps**: serangkaian langkah-langkah atau tips yang harus dilakukan.
- **Conclusion/ result**: berisi hasil akhir dari apa yang telah dikerjakan sesuai dengan langkah- langkah yang dilakukan.

3. Unsur kebahasaan (**language features**).

*Procedure text* biasanya memiliki unsur kebahasaan sebagai berikut:

- **Imperative**: kalimat-kalimat perintah seperti *cut the vegetables, pour the water*, dan lain-lain.
- **Simple present tense**: menggunakan kata kerja bentuk pertama (*present*), seperti *serve, pour, place*, dan lainnya.
- **Action Verbs**: kata kerja yang menunjukkan kegiatan fisik, misalnya *mix, put, turn*, dan lain sebagainya.
- **Connective of sequence:** kata penghubung yang menghubungkan langkah yang satu dengan yang lainnya, seperti *then, while, next, after that*, dan lain sebagainya.
- **Numbering:** angka-angka yang menunjukkan urutan kegiatan, misalnya *first, second, third*, dan lainnya.

**Vocabulary**

- Wash = mencuci
- Pat dry = mengeringkan
- Cut off = memotong
- Slice = mengiris
- Put in = memasukkan
- Mix = mencampur
- Beat = kocok
- Pour = menuang
- Stir = mengaduk
- Put aside = menyisihkan
- Add = menambahkan
- Chop = memotong
- Sprinkle = menaburkan

**Example of procedure text**

**How to make a cup of tea**

**Ingredients**
- water
- tea
- jug
- cup

**Steps:**
1. First of all, prepare all the material.
2. Second, boil water in your jug.
3. Third, place tea bag into cup while waiting for water to boil.
4. Next, pour boiled water into your cup.
5. Finally, serve the tea to enjoy.

**How to make Sandwich**

**MATERIALS :**
1. Two slice of bread
2. Cheddar cheese
3. Tomato sauce
4. Mayonnaise
5. Tomatoes
6. Lettuce leaves

**STEPS:**

First, place a slice of bread on the plate.
Second, put the tomato sauce.
Third, add salad, slice tomatoes, cheddar cheese, mayonnaise, tomato sauce.
After that, add lettuce leaves
Then, put a slice of bread on the top and Finally, serve it

**E. Metode Pembelajaran**

1. Active learning

**F. Sumber Belajar**

Teks prosedur dan buku yang terkait

**G. Media Pembelajaran**

3. Media: Proyektor
4. Alat dan bahan: spidol warna, kertas HVS

- **Kegiatan pembelajaran**

**Pertemuan pertama**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>• Guru memberi salam <em>(greeting)</em>; • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan</td>
<td>15 menit</td>
</tr>
</tbody>
</table>
perbandingan lokal, nasional dan internasional;
- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Warming up
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru merefleksi hasil tes siswa
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru menampilkan gambar makanan.</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengamati gambar makanan yang ditampilkan guru melalui proyektor</td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan definisi, struktur dan unsur kebahasaan <em>procedure text</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang diperlajari.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Associating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru membagi siswa menjadi beberapa kelompok.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 menit</td>
</tr>
</tbody>
</table>


Guru memberikan tugas kepada siswa untuk mengidentifikasi teks yang diberikan oleh guru.

**Communicating**
- Beberapa kelompok siswa mempresentasikan hasil tugas mereka di depan kelas.

**Observing**
- Guru memberikan komentar atas apa yang telah dipresentasikan siswa.

### Kegiatan akhir
- Guru bersama siswa menyimpulkan materi yang sudah dipelajari.
- Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.
- Guru memberikan tugas kepada siswa yang akan dikerjakan siswa di rumah.
- Guru memberikan informasi mengenai pertemuan selanjutnya.
- Guru dan siswa berdoa kemudian ditutup dengan salam.

### Pertemuan kedua

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>• Guru memberi salam <em>(greeting)</em>;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa;</td>
<td></td>
</tr>
</tbody>
</table>

---

10 menit
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- Guru mereview pelajaran sebelumnya mengenai definisi, struktur dan unsur kebahasaan *procedure text*.
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru menampilkan contoh macam-macam <em>mind mapping</em></td>
<td>55 menit</td>
</tr>
<tr>
<td>- Siswa mengamati contoh-contoh <em>mind map</em> yang ditampilkan guru melalui proyektor</td>
<td></td>
</tr>
</tbody>
</table>

*Questioning*

- Guru bertanya kepada siswa tentang *how to make fried rice* dan siswa menyebutkan kata-kata kunci dari
<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>10 menit</th>
</tr>
</thead>
</table>
| - Guru bersama siswa menyimpulkan materi yang sudah dipelajari.  
  - Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.  
  Guru memberikan informasi mengenai pertemuan selanjutnya.  
  - Guru dan siswa berdoa kemudian ditutup dengan salam. |
### Pertemuan ketiga

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td></td>
<td><strong>15 menit</strong></td>
</tr>
</tbody>
</table>
| - Guru memberi salam (*greeting*);  
- Guru memeriksa kehadiran siswa;  
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;  
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;  
- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;  
- **Warming up**  
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus. | |
| **Kegiatan inti** | **Observing**  
- Guru menjelaskan kembali mengenai *procedure text* dan bagaimana membuat *procedure text* menggunakan *mind mapping*. | **55 menit** |
<table>
<thead>
<tr>
<th>Questioning</th>
<th>Exploring</th>
<th>Communicating</th>
<th>Observing</th>
<th>Kegiatan akhir</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang diperlajari.</td>
<td>• Guru memberikan tugas kepada siswa membuat <em>procedure text</em> menggunakan <em>mind mapping</em> secara individu.</td>
<td>• Beberapa siswa mempresentasikan hasil tugas mereka di depan kelas.</td>
<td>• Guru memberikan komentar atas apa yang telah dipresentasikan siswa.</td>
<td>• Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Guru memberikan pertanyaan untuk mengetahui pemahaman siswa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Guru memberikan informasi mengenai pertemuan selanjutnya.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Guru dan siswa berdoa kemudian ditutup dengan salam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 menit</td>
</tr>
</tbody>
</table>

**I. Teknik Penilaian**

- Tes tulis (terlampir)
<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td>Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic, but lack detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor: limited knowledgeable of subject, title substance, and inadequate development topic.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor: doesn’t show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td>Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor: not-fluent, ideas confused/disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor: does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>25-22</td>
<td>Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td>Good to average, effective but simple construction, minor problem, in complex</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor: major problem /complex construction, frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Excellent to very good: demonstrates mastery of conversations, few errors of spelling, punctuation, capitalization, paragraphing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>Total score</td>
<td>1-100</td>
<td></td>
</tr>
</tbody>
</table>

Ciputat, 11 September 2019

Mengetahui
Guru Bahasa Inggris

Priska Amaliani, S.Pd.

Peneliti

Farid Fahmi
NIM. 11150140000009
Appendix 23: Students’ mind map in cycle 1
Appendix 24: Students’ mind map in cycle 2

[Mind map image with steps for making a fried egg and steps for making coffee]

- **How to Make a Fried Egg**
  1. Crack the eggs in a bowl.
  2. Cut the chili a little piece.
  3. Grate the cheese.
  4. Mix the egg with a little salt and make a little piece chili, and grate cheese in the bowl.
  5. Heat the oil.
  6. Pour the eggs on the pan.
  7. Wait until 2 minutes.
  8. After that, put the eggs on plate.
  9. Egg is ready to eat.

- **Goals for Making Coffee**
  - Heat up cup water.
  - Add 1 to 2 teaspoons of instant coffee to a mug.
  - Dissolve the coffee with a tablespoon of cord water.
  - Pour the hot water into mug.
  - Mix in sugar or spices.
  - Add milk or cream.
  - Stir your coffee and enjoy.

- **Materials for Making Coffee**
  - 1 cup (290 ml) hot water.
  - 1 to 2 teaspoons instant coffee.
  - 1 to 2 teaspoons sugar.
  - Milk or cream.
  - Cocoa, spices, vanilla essence.
Appendix 25: The Text Written in Pre-Test

Name: Sherina adjie s
Class: 1X-1
Day: Wednesday
Date: 7 August 2019

Instruction:
- Write a procedure text of how to make a cup of coffee.
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.

how to make coffee
Step 1: We should have ingredients
- Coffee
- Hot water
- Sugar
materials
- Cup
- Spoon
steps
- Boiling water
- Put 1/2 spoon of coffee cup

C: 15
O: 15
L: 15
V: 15
M: 19
Appendix 26: The Text Written in Post-Test 1

**Students' Worksheet**

*(Post-Test 1)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1x1</td>
<td></td>
</tr>
</tbody>
</table>

**Instruction!**
- Write a procedure text of how to make indomie fried noodle.
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.

**Aim:** How To Make Indomie

**Material:**
- Hot water
- Stove
- Pan
- Stove
- Plate

**Steps:**
1. Place pan on the stove.
2. Pour water in the pan.
3. Turn on the stove.
4. Wait until the water is already boiled.
5. While waiting, get heat, false one pack indomie noodle.
6. Open the pack and take the noodle and put on the pan.
7. While waiting, the noodle is already cooked.
8. Take one plate and put the sauce on it.
9. After cooked, take the noodle and put on the plate.
10. Mix them all.
11. Finally, fried noodle ready to eat.
Appendix 27: The Text Written in Post-Test 2

Students’ Worksheet
(Post-Test 2)

Name: mida fausha
Class: 4c-1
Day: Wednesday
Date: ...

Instruction:
- Write a procedure text of how to make fried rice.
- Pay attention the generic structure (aim, materials, and steps).
- The minimum word limit is 50 words.

Aim: how to make fried rice.
Materials: rice, salt, soy sauce, chili, onion, garlic, omelette, oil, stove

Steps:
- First, pound garlic and 2 pinches of salt.
- Second, heat vegetable oil on a frying pan.
- Third, put the pounding garlic and salt and onions into the hot vegetable oil and fry them a while.
- Fourth, put one plate of rice, fry and mix them around 3 minutes.
- Fifth, add two pinches of salt, continue frying until the rice is hot enough.
- Finally, put the fried rice on a plate, serve with a sunny-side-up egg.

C: 10
O: 17
L: 17
V: 17
M: 16
Appendix 28: Documentations of Classroom Action Research

The students were paying attention to the teacher’s explanation.

The teacher was explaining the materials.
The students were doing the test

The students were doing the mind map grouply
The teacher were monitoring the students while they were doing the task.

The students presented their task in front of class.
SURAT KETERANGAN
Nomor : 086/PIR – P.13/X/2019

Kepala Sekolah Menengah Pertama (SMP) Islam Ruhama Cireundeu Ciputat Timur Kota
Tangerang Selatan Menerangkan :

Nama : Farid Fahmi
NIM : 111501400000009
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta
yang telah melaksanakan penelitian disekolah kami dengan judul skripsi “Implementing
Mind Mapping Technique To Develop Students’ Writing of Procedure Text” dari tanggal
5 Agustus – 2 Oktober 2019.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan
sebagaimana mestinya.

Ciputat Timur, 21 Oktober 2019
Kepala Sekolah,

[Signature]

Drs. Juldi Asidi
Nip. 196202101994031002