

AN UNDERGRADUATE THESIS

**IMPROVING THE RECOUNT TEXT WRITING ABILITY BY USING
MIND MAPPING TECHNIQUE AMONG THE SECOND YEAR
STUDENTS AT MTs MIFTAHUL HUDA SEPUTIH RAMAN
CENTRAL LAMPUNG**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2020 M

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MIND MAPPING TECHNIQUE AMONG THE SECOND YEAR
STUDENTS AT MTs MIFTAHUL HUDA SEPUTIH RAMAN
CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

For munaqosah

in English Education Study Program

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ABSTRACT

**IMPROVING THE RECOUNT TEXT WRITING ABILITY
BY USING MIND MAPPING TECHNIQUE
AMONG THE SECOND YEAR STUDENTS
AT MTs MIFTAHUL HUDA SEPUTIH RAMAN
CENTRAL LAMPUNG**

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This research is to show that Mind mapping technique improves the students' recount writing skill among the eighth grade students of the MTs Miftahul Huda Seputih Raman in academic year 2019/2020.

This present research is a classroom action research design based on the Kemmis and McTaggart Model. The model is known as the Spiral Action Research. Every cycle consist of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing recount text. Furthermore, the data collection method used observation, documentation, and field note.

The result of the research indicated that the average scores of the students' recount writing skill right now are: 56.56 in pre-test, and 73.75 in post-test 2. In short, the use of Mind mapping technique can improve the students recount writing skill among the eighth-grade students of MTs Miftahul Huda Seputih Raman in academic year 2019/2020. Besides, the use of Mind mapping technique in class can improve the students' recount writing skill, because it promoted their ideas in writing in a class and outside of class.

Keywords: writing skill, recount text, Mind mapping.

ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS RECOUNT TEKS DENGAN MENGGUNAKAN TEKNIK *MIND MAPPING* PADA SISWA TAHUN KEDUA DI MTS MIFTAHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH

Oleh:

IFAN MUSTOFA

Penelitian ini bertujuan untuk menunjukkan bahwa *mind mapping* teknik meningkatkan kemampuan siswa dalam menulis *recount* pada siswa kelas delapan di MTs Miftahul Huda Seputih Raman tahun ajaran 2019/2020.

Penelitian ini merupakan jenis penelitian tindakan kelas yang berdasarkan pada Model Kemmis dan McTaggart. Model tersebut dikenal dengan *Spiral Action Research*. Setiap siklusnya terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks *recount*. Data dikumpulkan melalui observasi, dokumentasi, dan *field note*.

Hasil dari penelitian menunjukkan bahwa nilai rata-rata siswa dalam menulis *recount* saat ini adalah: 56.56 di pre-tes, dan 73.75 di post-test 2. Ini artinya penggunaan teknik *mind mapping* dapat meningkatkan kemampuan siswa dalam menulis *recount* pada siswa tahun kedua di MTs Miftahul Huda Seputih Raman Tahun ajaran 2019/2020. Selain itu, teknik *mind mapping* di kelas dapat meningkatkan kemampuan menulis *recount* dikarenakan tehnik ini merangsang berkembangnya ide-ide siswa dalam menulis teks *recount* di kelas maupun di luar kelas (pekerjaan rumah).

Kata kunci: kemampuan menulis, *recount text*, *tekhnik mind mapping*.



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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thanks you very much.

Wassalamu'alaikum Wr.Wb

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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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States that this undergraduate thesis is originally the result of the research, in exception of certain parts which are excerpted from the bibliography mentioned.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Yang Menyatakan,



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MOTTO

يَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ
إِنَّ اللَّهَ مَعَ الصَّابِرِينَ



“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.”

(Q.S. Al-Baqarah: 153)

“Lead from the back and let others believe they are in front.”

(Nelson Mandela)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr.Susiman and Mrs.Suharmi, to my loyal companion who always supporting, Irmaya, to my truly understanding friends,Gemblung Family to those who love me and those whom I love.

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All thanks, the researcher prays to Allah SWT for everything abundance, grace and guidance, so the writer can complete the task the end of the thesis entitled Improving recount writing ability by using mind mapping technique among the second year of MTs Miftahul Huda Seputih Raman, Central Lampung. The researcher is fully aware, without guidance from various parties; the final project of this thesis will not be able to finish well. Therefore on this occasion the researcher sincerely thanks you to:

1. Mahrus As'ad, M.Ag as the first Adviser
2. Trisna Dinillah Harya, M.Pd as the second Adviser
3. The headmaster of MTs Miftahul Huda Seputih Raman, Central Lampung
4. My beloved parents who have given prayers and support to the researcher both morally and materially
5. All my Friends who endlessly provide support and motivational support for the researcher

In closing, this article has benefits especially for the researcher and generally for all of us.

Metro, October 2019
The researcher



IFAN MUSTOFA
NPM: 14121497

TABLE OF CONTENTS

Cover

TABLE OF CONTENTS

ACKNOWLEDGEMENT

CHAPTER 1 INTRODUCTION

A. Background of the Study	1
B. Problem Identification	6
C. The Problem Limitation	5
D. Problem Formulation	7
E. Objectives and Benefits of the Study	7
1. Objectives of the Study	7
2. Benefits of the Study	7
F. Relevant Studies	8

CHAPTER II THEORETICAL FRAMEWORK

A. Concept of Recount Writing Ability	10
1) The Definition of Recount Text Writing Ability	10
2) The Feature of Recount Text	17
3) Types of Recount Text	19
4) Assessment of Writing Recount Text Ability	20
B. Concept of Mind Mapping	21
1. The Principles of Mind Mapping Strategies	21
2. The Advantages of Using Mind Mapping in Writing	23
3. Teaching Writing by Using Mind Mapping	24
4. The Steps of Teaching Writing Using Mind Mapping	27
C. Action Hypothesis	28

CHAPTER III RESEARCH METHOD

A. Type of Research	29
B. Research Setting	29
C. Subjects of the Research	30
D. Time of the Research	30
E. Procedure of the Research	30
F. Data Collecting Techniques	32
G. Data Analysis	35
H. Validity and Reliability of the Research	37

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research	39
1. Description of The Research Area	39
a. The History of MTs Miftahul Huda	39
b. Vision and Mission of MTs Miftahul Huda	40
c. Organization Structure of MTs Miftahul Huda	41
d. The Condition of the Teacher and Officer	42
e. The Students in MTs Miftahul Huda Seputih Raman	42
f. The Condition of the Structure and Infrastructure	43
2. Description of the Research Result	44
a. Identification of the field problems	45
b. Determining the actions to solve the field problems	48
B. Report of Cycle 1	49
1) Planning	49
2) Acting and Observing	51
3) Reflecting	56
4) Summary	62
C. Report of Cycle 2	62
1) Planning of Cycle 2	63
2) Acting and Observing of Cycle 2	65
3) Reflecting of Cycle 2	68
4) Summary of Cycle 2	72

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions	74
B. Implications	75
C. Suggestions	76
Bibliography	77
Appendices	
Curriculum Vitae	

CHAPTER 1

INTRODUCTION

A. Background of the Study

In Indonesia, English language is not taught as a second language but as a foreign language. English language can be a subject to be studied at school in Indonesia. In English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing.

English is a part of communication and it is also an important language to be mastered. That is why English language is taught in the school of Indonesia. As stated in the school-based curriculum of 2006, the ability to communicate completely is the capability to produce oral and written text respectively in four skills. Writing is one of the important skills that should be mastered by students because if they have a good skill in writing they will be able to express their ideas in the written form.

Writing is the most difficult language skill because it is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process, learners always deal with the process of arranging words into sentences and putting sentences into paragraph until they can create a piece of written text.

Writing is one of language skills in learning English. Writing is a process of transforming thoughts and ideas into written form. Actually, writing is a good way to develop English ability, but most of the students still

say that it is difficult to express their idea in writing. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher's task to develop the students' writing skill is more complicated than the other skills.

This condition causes students lazy to write in English sentence. Based on the basic competence for eighth grade, the students will deal with many kinds of texts such as descriptive text, recount text, narrative text, and procedural text. The researcher was done a short interview with an English teacher in MTs Miftahul Huda Seputih Raman, Central Lampung. Based on short interview, it was found that students' writing ability was still low. It is proven by the pre-survey score, as in the following table.

Table 1.1

The date of Students' Pre-survey Score

NO	Students' Code	The Score	Criteria
1	AD	78	Pass
2	AK	75	Pass
3	AB	73	Pass
4	AP	72	Pass
5	ARS	71	Pass
6	BE	70	Fail
7	BS	70	Fail
8	DL	68	Fail
9	DH	65	Fail
10	DS	65	Fail
11	DW	63	Fail

12	DWA	60	Fail
13	ES	60	Fail
14	ETA	60	Fail
15	FS	58	Fail
16	FY	55	Fail
17	IS	55	Fail
18	HL	55	Fail
19	IA	55	Fail
20	MI	55	Fail
21	LA	55	Fail
22	MS	55	Fail
23	NH	53	Fail
24	NK	53	Fail
25	RP	50	Fail
26	RN	50	Fail
27	SS	50	Fail
28	ST	50	Fail

Table 1.2

Passing Score Criteria

SCORE	CRITERIA	TOTAL OF STUDENT	PERSENTAGES
≥71	PASS	5	17,8%
≤71	FAIL	23	82,2%
TOTAL		28	100%

Therefore, from the data of pre survey conducted on September 13, 2019 at the eighth graders students of MTs Miftahul Huda Seputih Raman Central Lampung in academic year 2019/2020 assumed the levels of writing score, that is, the level of writing score among 28 students is 5 students are included into pass category for the score 71 – 78 (17%), 9 students belong into average category for the score 61 – 70 (21%), and 14 students are fail category for the score 50 – 60 (62%).

Based on the pre-survey at MTs Miftahul Huda Seputih Raman, Central Lampung, there were many problems that were found in writing skill. The students lacked vocabulary. When the researcher conducted an observation in the classroom, the teacher instructed the students to memorize all the unfamiliar words on the blackboard and in the next meeting the teacher tested some of students to say the words and mention their meaning. The students found difficulties to start writing. It was because the students were often confused to express their ideas in writing. Another problem was that they have low understanding of grammar.

To increase students' writing ability, it is very important for the teacher to apply an appropriate technique. By using a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target. In this study the researcher applies a technique to help students in their writing by means of using mind mapping technique. Mind mapping order many keywords in every branch. The keywords in the branches could suggest as a new idea or topic to make a

sentence. In other words, it helps students to associate ideas, think creatively, and make connections in sentence.

Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. Mind mapping is the easiest way to develop information in a human mind and take information from out of brain. It is a creative and an effective way to map the ideas. Maps are easier to follow than the long tardy note taking or listing techniques where ideas are kept in a top down sequence and it becomes difficult to make connection of the last idea to the first in the list.¹ This technique can improve students' creativity and make them happy in learning, because this technique consists of colors, pictures, and some key words that can also make them find it easy to learn English language especially in writing skill.

One of the texts that have to be learnt by the second year students of junior high school is recount text. Based on School Based Curriculum, recount text is one of the texts that must be able to achieve by the students besides descriptive text, narrative text, and procedural text. In this case, the researcher uses recount text in order to make students interested in writing class because recount text is a text that retells events or experiences in the past.

Starting from the problems, the researcher try to research on improving students' skills of writing recount by using mind mapping

¹ Buzan in Syeda Saima Ferheen Bukhari. "*Mind Mapping Techniques to Enhance EFL Writing Skill*", International Journal of Linguistics and Communication (American Research Institute for Policy Development) June 2016, Vol. 4, No. 1, pp. 58-77

technique. The researcher was interested in applying mind mapping to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing recount using mind mapping. The researcher tries to apply mind mapping to develop their recount writing ability because mind mapping could help them to organize the idea. Hopefully, it can help students to improve their writing ability in recount text.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. Most of students find difficulties in stating their ideas when they will write something into English text.
2. The students might have something to state in their mind but they often feel confused how to develop or state their thoughts in words and in a good writing.
3. The student's difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing.
4. The students sometimes make errors in writing in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

C. The Problem Limitation

This research is focusing on the ability in writing recount text especially in student's experiences. The researcher was concern in mastering writing skill especially for their content, grammar, vocabulary, organization

and mechanics in teaching writing to improve students' writing ability in recount text. The researcher is highly motivated to find out whether mind mapping significantly improved the aspects of writing and the constraints in learning writing recount texts using mind mapping.

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates the problem in this research as follows:

“Is mind mapping technique can improve the recount text writing ability among the second year students at MTs Miftahul Huda Seputih Raman, Central Lampung?”

E. Objectives and Benefits of the Study

1. Objective of the Study

In accordance with the problem formulation, the objective of present research is hopefully able to know the Improving recount text writing ability by using mind mapping technique among the second year students at MTs Miftahul Huda Seputih Raman, Central Lampung.

2. Benefits of the Study

a. For the Students

By using mind mapping technique, it is hoped to be a motivation in learning English, so their writing ability will be developed.

b. For the Teacher

This technique is expected to be a contribution for the teacher to help her / his students to solve the problems in writing ability and to be an inspiration for the teacher to improve the students' writing ability.

c. For the Headmaster

It is hopefully be a positive contribution for the teaching of English in Indonesia and teaching of English writing ability, especially in MTs Miftahul Huda Seputih Raman, Central Lampung.

F. Relevant Studies

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' writing skill by using mind mapping. Another study has been conducted to find the use of mind mapping to improve students' writing skill. The first is a study conducted by Kusumaningsih, She investigated the use of mind mapping as a visual media in improving students' writing skill. The result of her study showed that there were several improvements of students' score in writing.²

The second is a study conducted by Miswiria. She also conducted her study related to the use of mind mapping technique. In her research, she used the steps of using mind mapping technique to improve students' writing

² Kusumaningsih. (2008). *The Effectiveness of Mind Mapping Technique in Improving Students' Narrative Text Writing Ability*. Bandung: FPBS UPI.

narrative text. She used mind mapping as the visual media, the result showed that the mind mapping technique stimulated the students' for writing.³

³ Miswiria. (2007). *Penerapan Metode Peta Pikiran (Carte Heuristique) dalam Menulis Karangan Narasi Mahasiswa Pendidikan Bahasa Prancis*. Bandung: FPBS UPI.

CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Recount Writing Ability

1) The Definition of Recount Text Writing Ability

Recount text is one of common text types that used in writing about experience in the past events or retells the adventure in the past events. A recount text is a text that tells about the past experiences or events that happened in real life. The text can be based on the writer personal experience or historical events. The main goal of this text is to retell an event that is happened in the past⁴.

Moreover, recount text is one of the easier nonfiction text types, because this text focuses on telling what happened. It should be retelling of events that have actually happened⁵. The text that recalls and creates events, experiences, achievement from the past in the logical structure called recount text. A recount text always reconstructs the past⁶. They are usually written as a series of events in the order in which they happen. The purpose of recount text is to retell past events. It tells information about what happened, when it happened, where it happened, and who was involved.

⁴Maureen Hyland, *Writing Text Types*, (Western Australia: R.I.C Publication, 2009) p.3-4

⁵Pie Korbett and Julia Strong, *Talk for Writing Across the Curriculum*, (England: Mc Graw Hill, 2011), p.49

⁶Sue Stubbs, *Targeting Text*, (Sydney: Blake Eductaion, 2010),p.8

2) The Structure of Recount Text

Recount text begins with some form of orientation that tells about who, what, where, when, and why the text are introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end⁷. A recount text has three main parts or generic structures, they are:

1) *Orientation*

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed⁸

2) *Event*

Events should be selected carefully to add the audiences' understanding of the topic. Students should be prepared to discard events and detail that are unimportant and uninteresting. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

⁷Maureen Hyland, *Writing Text Types*, p.3

⁸Sue Stubbs, *Targeting Text*, p.9

Furthermore, events are usually sequenced chronologically, but students should be encouraged to experiment with flashback or arranging events in order of importance. Unity between paragraph is created through the use of time connectives (before, throughout, finally, and so on)⁹.

3) *Re-orientation*

Re-orientation is the final section in creating the recount text. This final section concludes the recount by summarizing the outcomes or result, evaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text¹⁰.

To make a good recount text, the students have to consider some grammatical features in composing the text. The first consideration is the use of past tense to retell past events. There are some irregular verbs which cannot be added by *-ed*. The form of those irregular verbs is changed based on the verb itself. For example *sleep* becomes *slept*. Students always have difficulties to form the verb into past tense.

Next, the students have to consider the use of descriptive words to give details about who, what, when, where and how it happened and the use of sentence connector to show the order of the events such as first, next, then, etc. However, good writing involves more than the ability to write grammatically correct sentences. The students also have

⁹Ibid.,
¹⁰Ibid.,

to master some learning concepts such as the rule for constructing paragraphs into unity and coherence to make their texts can be understandable by the audience.

3) Types of Recount Text

In exploring how text works¹¹ there are three types of recount.

They are:

1) Personal Recount

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly in the end.
- c) Details are often chosen to add interest or humor.

2) Factual Recount Text

Factual recount is a recount that records the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.

¹¹ Derewianka, B. *Exploring How Texts Work*. 1990. Sydney: Primary Teaching Association.p.15-17

- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

4. The Skills in Recount Text Writing

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Writing needs a well preparation and a lot of

practices. According to Brown¹² stated that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to produce a final product.

Meyers¹³ states that. Writing is a way to produce language, which you do naturally when you speak". Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Nunan¹⁴ also defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that process can be done well. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

To improve the writing skill of the students, teacher must be able to guide the students in upgrading the competence of their writings.

¹² Brown, H. Douglas. 2000. *Principles of Language learning and teaching 4th edition*. New York: Addison Wesley Longman Inc.p.335

¹³ Meyers, A. 2005. *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*. New York: Longman.p.2

¹⁴ Nunan, D. 2003. *Practical English Language Teaching*. New York: The McGraw Hill.p.88

Brown ¹⁵ has summarized all those aspects into two main skill, they are the micro-and macro skills of writing. They are needed to develop the effective writing. Those skills are described as follows:

1) Micro-skills:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2) Macro skills:

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings of writing.
- e) Correctly convey culturally specific references in the context of the written text.

¹⁵ Brown, H. Douglas. 2000. *Principles of Language learning and teaching 4th edition*. New York: Addison Wesley Longman Inc.p.221

f) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, the micro skill covers about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. Meanwhile the macro skill covers wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Therefore, based on the micro- and macro skills that have been determined, the writing activity and process should include them as well as employ writing strategies needed by the students. It aims to help students in constructing the ideas effectively and make them easier to make various kinds of texts.

5). Assessment of Writing

Heaton ¹⁶ mentions three methods of scoring writing. Those are impression method, analytical method, and mechanical accuracy or error-count method. Impression method is a method to give a single mark based on the total impression of the students' writing as whole. In contrast to impression method, analytical method provides score for each aspects of

¹⁶ J.B. Heaton. *Writing English Language Test*.1988.United State of America:longman.Inc.p.147-148

students' writing. Meanwhile, mechanical accuracy or error-count method is applied by counting errors made by students.

In this study, the researcher using analytical scoring provides score for each aspect of students' writing. A sample of analytical scoring comes from Heaton ¹⁷ as seen in the table 2.1

Aspects	Score				
	5	4	3	2	1
Grammar			√		
Vocabulary				√	
Mechanics (punctuation and spelling)		√			
Fluency (style and ease of communication)				√	
Relevance (content related to the task Demanded		√			

Total = 14

Brown ¹⁸ develops some principles for designing interactive writing techniques. They are as follows.

1) Incorporating practices of “good” writers

To be a good writer should fulfill some criteria. They are (1) Focusing on goals or main ideas in writing, (2) Gauging their audience perceptively, (3) Spending some time (but not too much) planning to write, (4) Letting their first ideas flow onto the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and

¹⁷ Ibid. p.148

¹⁸ Brown, H. Douglas. 2000. *Principles of Language learning and teaching 4th edition*. New York: Addison Wesley Longman Inc.p.346-356

utilizing feedback on their writing, (7) Are not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

2) Balancing process of product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

3) Accounting for cultural/literary backgrounds

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

4) Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text,

students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5) Providing as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

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

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages is the core of process writing.

In traditional approaches to writing instruction, students are given time in-class to finish their work, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of

strategies, the mastery of which takes time, patience, and trained instruction.

B. Concept of Mind Mapping

1. The Principles of Mind Mapping Strategies

Mind mapping is a creative note taking technique in visualization and graphic forms that is used to make people find it easy to enter information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association.¹⁹

In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, the mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, the mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved into their memories for a long time. Fourthly, the mind mapping helps people to take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories. Finally, the mind mapping engages the use of

¹⁹ Tony Buzan. *The Ultimate book of Mind Maps*.USA: Thorsons.p.10

imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts.

All mind maps are using color and the form is radiant thinking. All mind maps have nature structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

2. The Advantages of Using Mind Mapping in Writing

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley, there are some advantages of mind mapping technique.²⁰ One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, sub-topics stay close to their topic.

This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible

²⁰ Murley, D. *Mind Mapping Complex Information*. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=958633. Accessed on 26th Desember 2018

than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side.

According to DePorter and Mike, the mind mapping has four benefits. They are as follows.²¹

1) It is flexible.

Flexible in case that missing idea can be added in every place in mind mapping.

2) It focuses attention.

In mind mapping, we do not pay attention in every word. We only mention such words which become ideas. Thus, we can concentrate more in ideas.

3) It increases understanding.

Mind mapping will improve the comprehension and produce valuable frequent note later.

²¹ DePorter, B and Mike, H. (2008). *Quantum Learning*. Jakarta: Kaifa.p.172

4) It is fun.

The mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in writing. So as we can see that mind mapping has many benefits in writing, the researcher applies it in teaching writing for the tenth grade students in senior high school..

3. Teaching Writing by using Mind Mapping

One of them is proposed by Feez and Joyce²², there are some stages used to teach writing. Those can be described as follows.

1) Building Knowledge of the Field (BKOF)

In this stage, the students have to think what they are going to learn. They can share it with their teacher and friends. This is pre topic before students studying material in details. The activity is dominated by speaking and listening to the topic in general. In this stage, students together with teacher can develop the vocabulary words of the topic and conjunctions, which are needed, and also introduce the strategy they are going to use to study the topic. Concerning with the planning of the teacher, the teacher will use this step to introduce the students about the material, the strategy and also the grammar which are needed for them.

2) Modeling of the Texts (MOT)

This stage includes showing the example of the texts to the students. The teacher explains from general to specific. From general

²² Feez, S., and Joyce, H. 2002. *Text Based Syllabus Design*. Sydney: Macquarie University.p.27

means the teacher has to explain about the definition of mind mapping and the benefits of mind mapping. From specific means the teacher has to explain the steps of making mind mapping and give examples of the mind mapping. It is the stage to make the students understand about the theoretical foundation of building the discussed texts.

Finishing this stage, the teacher hopes the students understand well about the strategy that is going to be used in writing. The teacher also explains how to write a good paragraph and how to develop their idea that they made using mind mapping into their writing.

3) Joint Construction of the Texts (JCOT)

In this stage, the students have to join together to have an exercise related to the topic. They can do it in group, in pairs or individually. All depends on the materials. They are expected to be able to do the work well because they have learnt about the theory in the stage two. The material is about writing a paragraph.

In this case, the students have to know about the vocabulary words they have to use and how to write using mind mapping. In this stage, the teacher will get the students to write their idea by using mind mapping. It is only a plan for the students before they write their ideas. The teacher will give the students a topic, their activity at their holiday and they can do it with their partner. They have to make mind mapping as their construction before writing their ideas. In another meeting, the teacher

also asks the students to write their ideas as a writing plan about their experiences using mind mapping individually.

4) Independent Construction of the Texts (ICOT)

In this stage, in speaking aspect, the students have to be able to practice their speaking. For example, the students can tell about their daily activity in front of the class. In writing aspect, the students are hoped to be able to write their ideas into writing. Related to the project, the teacher will get the students to develop their idea using mind mapping that they made in the previous meeting into their writing.

5) Linking Related Texts

In this stage, students investigate how what they have learnt in this teaching learning cycle can be related to: other texts in the same or similar contexts, future or past cycles of teaching-learning. Activities which link the text type to related texts include: comparing the use of the text type across different fields, researching other text types used in the same field. Thus, the teacher should make sure that the task in the preceded stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the independent tasks.

4. The Steps of Teaching Writing Using Mind Mapping

The followings are the steps of teaching writing using mind mapping:

1. Pre-Activity

- Teacher opens the class and greets to the students.
- Teacher checks the students' attendance list.
- Teacher brainstorms the students about their experience in writing paragraph.

2. Whilst-Activity

- Teacher asks students question related to the topic they will learn.
- Teacher explains about generic structure in recount text.
- Teacher asks students to tell their difficulties in making recount text.
- Teacher explains about how to make recount text using mind mapping technique and gives example about "experience".
- Teacher gives different topic and asks the students to write a paragraph.

3. Post-Activity

- Teacher asks students to submit their work.
- Teacher tells the material for next meeting.
- Teacher closes the meeting.

The researcher makes some steps in teaching writing especially the recount text. Then some treatments are given in the process of teaching-learning by the researcher. The students are expected to master the materials during 6 meetings. The researcher used the mind mapping as a technique to improve the students' writing skill.

B. Action Hypothesis

Mind mapping technique can improve the recount text writing ability among the second year students at MTs Miftahul Huda Seputih Raman, Central Lampung

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into eight parts. They are: type of the research, research setting, subjects of the research, time of the research, data collecting procedure, the analysis of the data, validity and reliability of data and procedure of the research. Each of them will be presented in the following discussion.

A. Type of Research

This research is categorized as action research. In this research, the researcher uses the principles of action research. Action research is used to find and implement actions to improve recount text writing ability by using mind mapping technique among the second year students at MTs Miftahul Huda Seputih Raman, Central Lampung.

B. Research Setting

The research will take place at MTs Miftahul Huda Seputih Raman, Central Lampung. This school had 741 students, 68 teachers, and some school facilities such as a library, a computer laboratory, a language laboratory, a science laboratory, a medical room, a meeting room, 3 canteens, and a mosque.

The English class will schedule into two sessions in a week, Monday at 09.30 to 11.00 and Wednesday at 09.30 to 11.00. "*Look Ahead*" is the course book that is used in class VIII B.

C. Subjects of the Research

The subjects of the research are the school principal, English teachers, the students of MTs Miftahul Huda Seputih Raman, Central Lampung, especially the students of class VIII B in the academic year of 2018/2019, and the researcher. The researcher and the research team members will collaborate and work together in conducting the research, identifying the collected problems, planning and carrying out the actions and doing the evaluation and reflection of the actions implemented. The research team member is the English teacher at MTs Miftahul Huda Seputih Raman, Central Lampung and the researcher.

D. Time of the Research

The actions will be conducted from November to December 2019. The researcher conducted the action research in the second semester of the academic year 2018/2019. The English teaching and learning process will be conducted twice a week.

E. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

To find out information concerning students' writing skills the researcher did the reconnaissance. Based on the interview and observation in MTs Miftahul Huda Seputih Raman, Central Lampung, the researcher found and identified the existing problems. Then, the researcher determined the thematic concern.

The problems were obtained from the information of the school principal, English teacher, and the students. After the problems were

identified, the problems were grouped based on the possibilities to be overcome. In grouping them, the research member considered the scale of priorities in solving the problems.

2. Planning

After the researcher identified the problems, the researcher made some planning to choose the actions that will be feasible to be implemented in the field.

3. Acting and Observing

The actions implemented in the class after the planning was agreed. In doing the actions the researcher teaches the students and asks the English teacher to observe during the teaching-learning process. Based on the observations, notes, of the students' responses in the actions, the research members discussed the implementation. They evaluated the implementation of the actions and if the actions were not satisfactory, they improved the actions for the next cycle.

4. Reflecting

After each cycle of the action was completed, all the members of the research discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the action carried out was successful, the researcher continued to implement it but if the actions were not successful, the researcher tried to find suitable actions so that the condition would be better.

F. Data Collecting Techniques

The data are qualitative and quantitative in nature. The qualitative data are the description of the process during the action. To get those data, the following qualitative data collection techniques are employed:

1. Observation

The observation doing to know what happened in the classroom when the research was being conducted. The result of the observation is used to get information for supervising and inspecting the next research plans. In this case, the observation is reported in the form of field notes. It described what happened in the classroom. The class observation also completed with the photographs taken from the writing teaching-learning process. The photograph is one of the references to support the notes about what happened in the classroom.

2. Interview

The interviews are held to get the data about the students' interest about the technique during and after the teaching-learning process. The data are interview transcripts. The interviews are unstructured. It means the teacher and the students answered the questions related to their opinions and suggestions about the teaching learning process of writing by using the mind mapping technique. The English teacher and some students of class VIII B are interviewed soon after the research is implemented.

The quantitative data are the scores of the students' writing before and after the actions applied. The quantitative data are used to support the

qualitative description. The data are also aimed to describe the actions. They are collected by means of the writing test.

1. Writing test

To obtain valid scores that defined students' writing skill, clear criteria to assess their works are needed. To qualify this need, the researcher adopted the rubric of Anderson²³. Students' writings were assessed by the researcher and English teacher. There are six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, and capitalization and punctuation, spelling. The table in the next page presents the categories for evaluating writing and the ranging the scores.

Table 1: The Scoring Rubric of Writing

Categorization	Description
Ideas and development	
1	Weak development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong

²³ Anderson, L. W. (2003). *Classroom Assessment*. New Jersey: Lawrence Erlbaum Associates, Inc.p.92

	Sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of Vocabulary
Sentence Structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some varieties of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

The categorization of scores gained by students is making to find out the level of students' writing skill. The scores categorization of students' writing skill is based on the ideal score. The ideal mean score (Mi) and ideal standard deviation (SDi) could be calculating using the formula as follows:

$$Mi = 2 / (\text{highest score} + \text{lowest score})$$

$$SDi = 3 / (\text{highest score} - \text{mean score})$$

The frequency distribution of the scores of the students' writing ability can be categorized into four levels, namely, very high, high, medium, and low. The distribution was calculated based on the Mi score and SDi as follows:

Table 2: Scale Category of Reliability

Reliability category	Interval
Very high	19-20
High	13-18
Medium	7-12
Low	0-6

G. Data Analysis

From the data collecting procedure, there are two forms of the data in this study. The first is qualitative and the second is quantitative. The qualitative data are obtained from the interviews with the teacher and the students of class VIII B, the classroom observation and taking photographs of teaching-learning processes in the class. Meanwhile, the quantitative data are obtained from the writing test.

1. Qualitative Data

There are three steps in analyzing the data, namely reducing the data, presenting the data, and verifying the data.²⁴

a. Data Reduction

Reducing the data could be interpreted as the process of selection, simplification, and transformation of the data in the field. This activity involved synthesizing the information obtained from sources of the data into coherence description. In this research, the data are obtained from observations. The researcher make some notes about whatever that the researcher observed and then he made coherent description based on the notes.

b. Data Display

The display included many types of matrices, graphs, column, table, charts, and networks. All are designed to assemble organized into an immediately accessible, compact form, so that the analyst could see what was happening and either draw justified conclusion or moved onto the next step of analysis display suggest might be useful. By displaying data, the researcher showed the data analysis by using column and table. The researcher described the answer of problem statement, such as describing the method implemented in teaching writing using mind mapping in MTs Miftahul Huda Seputih Raman, Central Lampung and the result in teaching writing before and after using the mind mapping.

²⁴ Miles, M.B., and Huberman, A.M. (1994). *Qualitative Data Analysis (2nd Ed)*. Thousand Oaks: Sage Publications Inc.p.10-11

c. Conclusion Drawing and Verification

The third analysis activity is conclusion drawing and verification. By verifying the data, the researcher will draw conclusions throughout the course. The researcher will write only what the researcher see each day and interpretation of those observations. The conclusion and summary of the description are taking after the researcher presented the data.

2. Quantitative Data

Meanwhile, the quantitative data from the writing test are analyzed by using descriptive technique. Here, the researcher compared the students' pre-test and post-test scores by using the t-test to know whether or not there is significant difference in the pre-test and post-test scores. The data can be seen from the students' mean scores before and after the action research was conducted. Then from the scores of the writing test, the students' progression level was identified.

H. Validity and Reliability of the Research

In this research, the researcher used three criteria of validity as stated by Anderson in Burns.²⁵ They are as follows.

1. Democratic validity was related to stakeholders' chances to give their opinions, ideas and comments about the implication of the action research. To get democratic validity, the researcher conducted interviews to ask the students' and the teacher's opinions, ideas and suggestions.

²⁵ Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. London: Cambridge University Press.p.161-162

2. Process validity meant that actions done in the research were believable.

This criterion is applying to validate the data by looking at the teaching-learning process during the researcher conducted the research. To get process validity, the researcher makes observations to the students in the learning process.

3. Dialogic validity means that the stakeholders could participate in the process of research. The dialogic validity related to the process of collaborative enquiry or reflective dialogue with ‘critical friends’ or other practitioner. It was done by holding dialogues with other practitioners to ensure the validity of the data. The researcher invited a practitioner peer or critical friends during the research.

To enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher used triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns proposes four forms of triangulation, namely time, space, investigator, and theoretical triangulation.²⁶

In this research, the researcher used investigator triangulation and theoretical triangulation. For both types of triangulation, the researcher invited another observer to observe and gave notes to the students and compared with researcher’s notes, and analyzed the grammatical structure, content and what errors were made using more than one theoretical perspective.

²⁶ *Ibid.*p.164

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

2. Description of The Research Area

g. The History of MTs Miftahul Huda

MTs Miftahul Huda Seputih Raman is located on Jl. Rama Gunawan, Rama Gunawan Village, Seputih Raman and Central Lampung. It was built in 1989. This following information is the school identity.

- | | |
|------------------|--------------------------|
| 1) Name | : MTs Miftahul Huda |
| 2) School status | : Swasta |
| 3) NPSN | : 10813324 |
| 4) NSS/NDS | : 212180216205 |
| 5) Address | : Rama Gunawan |
| District | : Rama Gunawan village |
| City | : Seputih Raman, Central |
| Lampung | |
| Province | : Lampung |
| 6) Zip code | : 34155 |
| 7) Accreditation | : B |

h. Vision and Mission of MTs Miftahul Huda

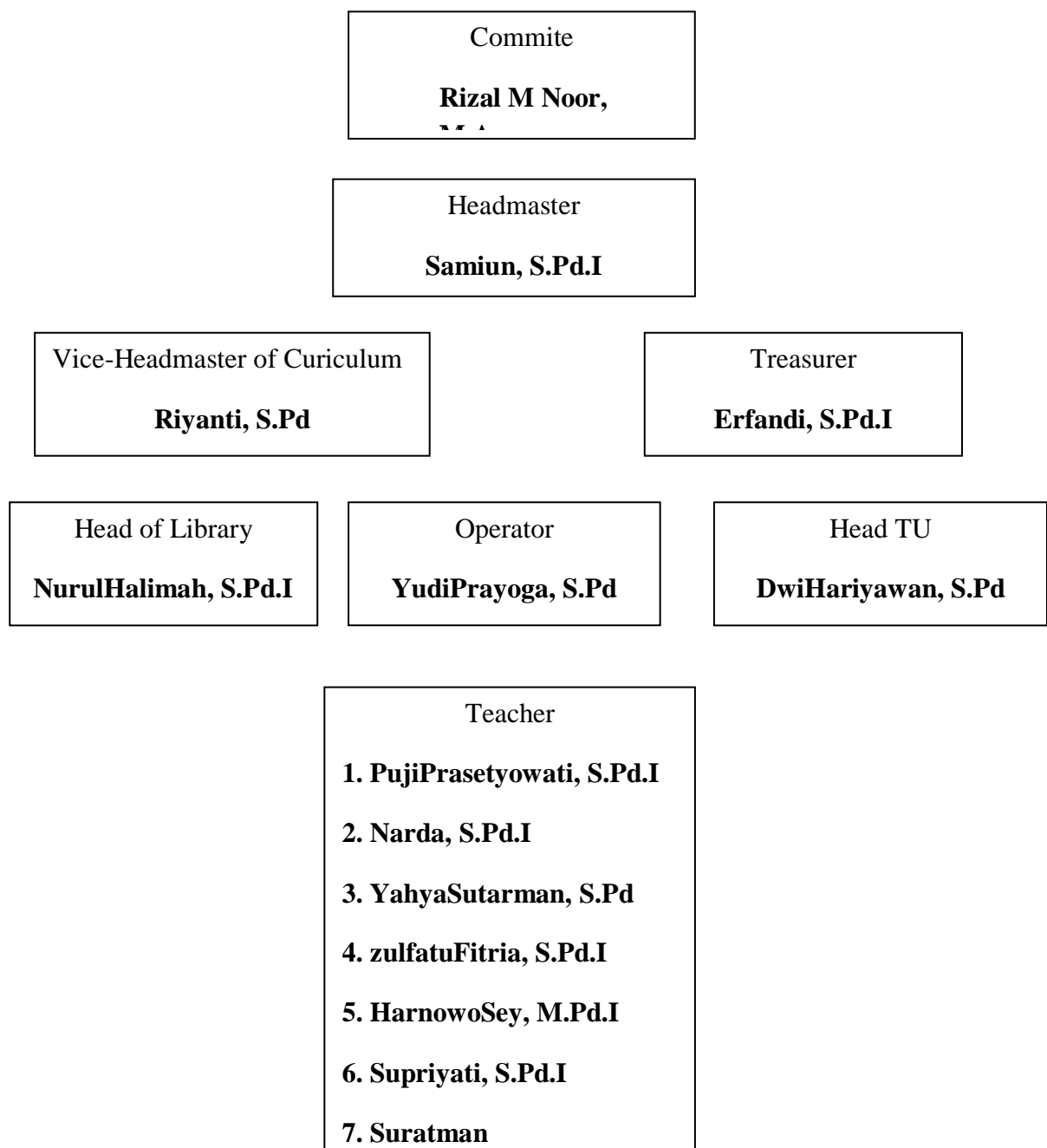
- 1) Vision of MTs Miftahul Huda is: “Madrasah Tsanawiyah who excels in achievement (Academic non Academic) based on the value of faith and piety”.
- 2) Mission :
 - a) Implement the learning and guidance effectively so that every day student develops optimally in accordance with the potential they have.
 - b) Growing spirit of excellence intensively to all madrasah citizens.
 - c) Create a healthy competition climate in achieving achievement to all madrasah students.
 - d) Growing appreciation and practice of Islamic religious teachings as well as national culture so as to be part of the pattern of daily behavior.
 - e) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

i. **Organization Structure of MTs Miftahul Huda**

The organization structure of MTs Miftahul Huda Seputih Raman in academic year 2019/2020 is drawn as follows:

Figure 4.1

The organization structure of MTs Miftahul Huda



j. **The Condition of the Teacher and Officer**

The table below shows the condition of the teachers and officers of MTs Miftahul Huda Seputih Raman in academic year 2019/2020.

Table 4.1

Total of teachers and officers in MTs Miftahul Huda Seputih Raman

No.	Status	Gender	
		Male	Female
1	Civil Servant teacher	0	1
2	Honorary teacher	8	4
Total		8	5

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

Based on the table above, it could be seen that the total of the teachers of MTs Miftahul Huda Seputih Raman are 13. They are consisting of 8 male honorary teacher, 1 female Civil Servant teachers and 4 female honorary teachers.

k. **The Students in MTs Miftahul Huda Seputih Raman**

The total of the students in MTs Miftahul Huda Seputih Raman in academic year 2019/2020 can be seen as follow:

Table 4.2

Total of students in MTs Miftahul Huda Seputih Raman

No.	Grade	Gender		Religion
		Male	Female	Islam
1	VII	10	19	29
2	VIII	13	18	31
3	IX	9	8	17
Total		32	45	77

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

In short, the total of students in MTs Miftahul Huda Seputih Raman in academic year 2018/2019 is 77 persons. They are divided into three grades. Students of grade VII consist of 29 students. Students of grade VIII include 31 students. While, students of grade IX consist of 17 students.

1. The Condition of the Structure and Infrastructure

Junior Islamic High School Miftahul Huda Seputih Raman has the suit facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as: OSIS, PASKIBRA, PRAMUKA and Sport program. Specifically, the infrastructure and facilities in MTs Miftahul Huda Seputih Raman as follows:

Table 4.3
Infrastructure in MTs Miftahul Huda Seputih Raman

No	Rooms	Total	Condition		
			Good	Fair	Poor
1	Classroom	3	3	-	-
2	Teacher's room	1	1	-	-
3	Headmaster's Room	1	1	-	-
6	Library	1	1	-	-
7	Health Unit	1	1	-	-
8	Computer Laboratory	1	1	-	-
10	Teacher's Toilet	1	1	-	-

1 1	Student's Toilet	3	3	-	-
1 2	Kitchen	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

Table 4.4
Facilities in MTs Miftahul Huda Seputih Raman

No	Things	Total	Condition		
			Good	Fair	Poor
1	Computer	3	3	-	-
2	Handy came	1	1	-	-
3	Tape Recorder	1	1	-	-
4	Sound System	1	1	-	-
5	Laptop	1	1	-	-
6	Printer	2	1	-	-
9	Microphone	2	1	-	-
10	Projector	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

2. Description of the Research Result

This research was classroom action research which was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The purpose of the research was to improve the students' writing skills of the second year students at MTs Miftahul Huda Seputih Raman, Central Lampung. The researcher focused on applying the mind

mapping technique to improve the students' writing skills. The details were explained in following description.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, researcher observed and identified the problems that occurred in the writing learning process. The second step was planning.

After the problems had been identified, researcher designed a syllabus and an action that were feasible to be implemented in the field. The action designed in this research used the mind mapping technique. The third step was action and observation. In this step, researcher implemented the action that had been made. After that, researcher observed and evaluated the data, whether the mind mapping technique was effective to improve the students' writing skills or not. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and researcher himself identified the effective and ineffective actions activities so that the researcher could design the better plans for the next Cycle.

a. Identification of the field problems

The researcher had a discussion with the English teacher of grade VIII at MTs Miftahul Huda Seputih Raman to identify the problems. Besides, researcher also observed the English teaching-learning process in the class. Researcher did some observations to identify the problems that occurred in English teaching-learning process of grade VIII at MTs

Miftahul Huda Seputih Raman. In identifying the field problems, researcher observed the classroom activities and also interviewed the teacher. Those problems could be seen on the next page.

Table 1. The Field Problems in VIII at MTs Miftahul Huda Seputih Raman

NO	Problems	code
1	When the teacher came to the class, the students were not ready to study	S
2	Some students felt bored	S
3	The students did not pay attention when the teacher explained the material	S
4	The students often made up something for fun in answering the teacher's questions	S
5	The students found difficulties in writing sentences in English	S
6	The students had low interest to look up new words in their dictionary	S
7	Some students had difficulties in answering the teacher's questions	S
8	The students lacked grammar ability	S
9	The students had difficulties in guessing the meaning of words	S
10	The students had difficulties in understanding the meaning of some sentences	S
11	The students pronounced words incorrectly	S
12	The students played with their classmate while the teaching-learning process was in progress	S
13	The students had difficulties to express their ideas in writing	S
14	The students lacked vocabulary	S
15	The students did not bring the course book	S
16	The students did not do their homework	S
17	Some students felt shy to ask or answer the teacher's questions in English	S
18	The teacher used only one source of teaching materials. (<i>Look Ahead book</i>)	T
19	The teacher sometimes did not give a warning when some students talked to their friends	T
20	The teacher gave the students too little time in doing some tasks	T
21	The teacher found difficulties in handling the students who made noise	T
22	The teaching-learning facilities (e.g. library, language lab) were limited	F
23	The teacher lacked ideas in creating some interesting activities	T

24	The teacher's style in teaching was teacher-centered	T
25	The students did not have much time in the process of writing	S
26	The students found it difficult to memorize new English words	S
27	The students had low motivation joining the classroom	S

S: students, F: facilities, T: Teacher

Based on the identification above, there were some problems related to the process of writing teaching-learning. They were categorized into problems on students, teachers and facilities. Since the focus of the study is on the use of the mind mapping technique to improve the students' writing skills, the problems solved in this study were those related to the process of writing teaching-learning especially of the recount text.

Table 2. The Problems Related to the Process of Writing Teaching-Learning

no	Problems	Code
1	The students did not pay attention when the teacher explained the material	S
2	The students often made up something for fun in answering the teacher's questions	S
3	The students found difficulties to write sentences in English	S
4	Some students had difficulties answering the teacher's questions	S
5	The students lacked grammar ability	S
6	The students had difficulties to express their ideas in writing	S
7	The students lacked vocabulary	S
8	The students were lazy to look up new words in their dictionary	S
9	The students easily got bored during the lesson	S
10	The students did not do their homework	S
11	The teaching-learning process lacked the use of learning facilities	F
12	The students had low motivation in joining the classroom	S
13	The students did not have much time in the process of writing	S

Based on the problems related to the process of writing teaching-learning, the researcher and the teacher discussed the main causes of the problems. The result of the discussion between the researcher and the

teacher was used to fulfill the criteria of democratic validity. It was agreed that the main causes of those problems were:

- a. The students found difficulties to write sentences in English.
- b. The students lacked grammar ability.
- c. The students had difficulties to express their ideas in writing.
- d. The students lacked vocabulary.

The teacher asked the researcher to propose some action plans to overcome the field problems. The teacher added that the action plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

b. Determining the actions to solve the field problems

After the researcher and the English teacher identified the most important problems that needed to solve, they discussed again the main problems. The researcher and the English teacher agreed that those problems above related to writing skill. Then the researcher and the English teacher tried to look for the appropriate way to improve the students' writing skill. Finally, the English teacher asked the researcher to make some action plans to overcome the field problems. This was done to fulfill the democratic and dialogic validities. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the recount text, the students who usually talked with their friends and made noise; the students who seemed to be lazy to study in the

writing activity; and the students who lack of grammar and vocabulary.

The actions plans were as follows.

- a. Using recount text with the mind mapping
- b. Employing the stages of English teaching-learning cycle in the process of writing teaching-learning
- c. Improving classroom management

The use of mind mapping was intended to make the students more interested in the topic of teaching-learning process. It would also help the students to express their ideas in writing the recount text. Besides, mind mapping which was colorful and varied would be able to attract the students' attention. Mind mapping could encourage them to involve the texts writing in the teaching-learning process. Considering the strengths and the weaknesses of the students' ability, finally the researcher decided to use mind mapping technique to improve the students' writing skills.

The English teacher suggested that the action above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and then the researcher made the lesson plan.

B. Report of Cycle 1

1) Planning

A plan of action was derived to be implemented in Cycle 1. The focus of the action in this cycle was to improve the students' writing skills.

In this cycle, the researcher applied the mind mapping in order to improve students' writing skills. There were three meetings in this cycle. In the first and second meeting, the researcher used the mind mapping as the practice. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping and also gave them an example of the mind mapping technique. This technique was done as a practice for them. Besides, it was used in order to check their understanding about the words they learnt. Finally, the researcher asked the students to produce recount text. The aim of this activity was to check their improvement after they learnt about the mind mapping.

The researcher designed some steps in applying the mind mapping to solve the problems related to the students' writing. It fulfilled the democratic validity and dialogic validity. The steps were as follows:

- a. Using colorful pictures of mind mapping in the BKOF and MOT stages for studying the recount text

In this activity the researcher used the aid of pictures for studying the recount text. The researcher gave an example of recount text with the mind mapping in order to make the students master the technique well. Besides, the researcher also explained the rule how to make mind mapping first.

- b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

In this action, the researcher asked the students to make mind mapping related to the topic. Then the researcher asked the students to

produce vocabulary words related to the topic. It was only a plan for the students before they wrote their recount text. After the students finished their work, they discussed the answer with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily.

c. Writing recount text by using mind mapping (ICOT stage)

In this action, the students were asked to write the recount text. Then, they were asked to write a story based on the mind mapping they made. The researcher monitored the students' activities. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. Hopefully the students could develop their ideas using mind mapping.

2) Acting and Observing

The actions of Cycle 1 were implemented on **2, 3, and 5 December 2019**. The topic was focused on writing recount texts. The data during Cycle 1 were collected using field notes during classroom observations, interviews, and photographs. There were three meetings in this cycle. At first the researcher gave them the materials as in the syllabus, and then the researcher applied the mind mapping. Mind mapping was a technique that was used to improve students' writing skill. The researcher used this technique as a part of the English teaching-learning process. In applying the

mind mapping technique, the researcher gave an example of recount text with the mind mapping in order to make the students master the technique well. Besides, the researcher explained the rule how to make the mind mapping first. The students seemed confused but they were also motivated to hear it because this technique was new for them. After the researcher explained the rule, there was a student who asked to repeat it again and the researcher explained it again.

Meanwhile, the English teacher as the collaborator helped the researcher to observe the English teaching-learning process from the back side of the classroom and the researcher himself monitored and noted everything he needed to get the data.

At that time, the students looked so happy when they did it, it could be seen from their behavior; they looked serious and most of students were busy to do their job.

a. Using colorful pictures of mind mapping in BKOF and MOT stage for studying the recount text

In this action, colorful pictures were used to capture attention and interest of the students. The researcher gave an example of a recount text and also explained the generic structure of the text. Then the students discussed the generic structure and language features of recount text. In recount texts they had to find the personal participants, chronological connection, linking verbs, adjectives, action verbs, and simple past tense. Besides the researcher also provided colorful pictures of mind mapping

and explained the definition of mind mapping, the benefits of mind mapping and the steps of making mind mapping. Furthermore the students could learn from the example of mind mapping that had been distributed to them. Those statements were supported by the quotation of the field note below:

Ketika Ss siap dengan pembelajaran, R mulai menjelaskan tentang langkah langkah dalam pembuatan mind mapping dan juga generic structure dari teks recount. Ss terlihat sangat antusias terhadap kegiatan tersebut. Kemudian R memberikan contoh mind mapping dan membagikannya. Ss terlihat serius memperhatikan gambar berwarna tersebut.

(When the students were ready to study, R explained the steps how to make the mind mapping and also generic structure of recount text. The students seemed very enthusiastic about the activities. Then R gave an example of the mind mapping to them. They were interested in understanding the pictures)

(Field note 5)

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

The students reported that they had not been trained on any kinds of planning skills in their teaching-learning. The lack of training on pre-writing planning may hinder students' writing. The researcher asked the students to make mind mapping as a pre-writing planning. Then, the researcher also asked the students to produce words related to the topic. The researcher asked students about their last holiday.

Then, the students were helped by the teacher to decide the topic of their writing. The topic was "holiday". Finally, the students were given homework to make mind mapping based on the topic. Before they made mind mapping, the teacher guided the students in front of class to make

the mind mapping by using pictures that had been shared to the students. After the researcher explained the material, then the students made the mind mapping. Then, the researcher went around and gave explanation to the students who did not understand how to make mind mapping.

When the researcher applied the mind mapping, the students seemed serious in doing their job. Most of the students tried to finish their mapping as soon as possible. There were some students who added pictures and chose appropriate words related to the topic. But there were also the students who asked their friends when they found difficulties. This situation was shown in the following quotations.

“Beberapa Ss terlihat antusias untuk mengerjakannya, namun masih ada beberapa siswa yang terlihat tidak mengerjakannya, mereka hanya melihat saja. R mendekatinya dan bertanya kenapa tidak ikut mengerjakan. S menjawab “saya ngerjake kok pak, tapi saya tidak bawa kamus jadi saya harus pinjam dulu. R terus berjalan mengontrol hasil kerja mereka. Ketika itu ada seorang siswa yang bertanya pada R, “Pak, ini artinya apa? R menjawab “udah dicari di kamus belum” S menjawab “belum, Pak”. Ya sudah dicari dulu ya.”

(Some students seemed enthusiastic to finish their work, but still there were one of them who did not do the work. R asked him why he did not finish his work. He answered “I did it, Sir but I had to borrow the dictionary first because I did not bring it. Then R continued to check their work, there was a student who asked a question “Sir, what is the meaning of this word? R answered “Have you searched it in your dictionary?” He answered “Not yet, Sir”. You had to check it first.

(Field note 4)

“S menanyakan sebuah kata yang berkaitan dengan topic yg sedang mereka kembangkan, karena dia tidak menemukannya dalam kamusnya. Kemudian R menyarankan untuk meminjam kamus ahmad karena kamus dia lebih besar. Setelah itu, R menanyakan pada selvi.”gimana vi, ketemu tidak artinya?”. Selvi menjawab, “iya Pak, terimakasih”. “

(S asked a word related to the topic. It was because she could not find it in her dictionary. Then R suggested her to borrow Ahmad's dictionary. Finally, R asked Selvi "Did you find it?" She answered "Yes Sir, thank you").

(Field note 6)

The situation above shows that this activity did not run well yet. There were some students who still had difficulties to choose the words that could be used in their mind mapping. Sometimes, they asked their friends to get the meaning of a word. It wasted the time and disturbed the others. When the bell had rung, some students did not finish their work yet. But they had to submit their work even though they did not finish yet.

c. Writing recount text by using mind mapping (ICOT stage)

In this action, the next activity was writing a recount text. By doing this activity, the students were expected to be able to use the words they learnt. It was very useful for them because it could measure whether they could know or understand the words they learnt through the mind mapping. They were asked to write a story based on the mind mapping they made. The students wrote their holiday's story in a piece of papers that had been distributed for them. The researcher monitored the students' activities. The researcher suggested the students to use their imagination to imagine how the story would be like as they studied the mind mapping. The researcher always reminded the students to consider

the generic structure, to use the simple past tense, and to apply the appropriate spelling and punctuation.

After the students finished their work, they discussed the answer with the researcher. Through this activity, the students were expected to be able to know and understand the meaning of the words and hopefully they could remember the words easily. In this case, the researcher and the English teacher planned to correct and wrote all the words on the blackboard. In this activity, the researcher gave a chance to all students to correct it first and even correct their friends' answers. Hopefully the students who did not have a chance to answer or correct their friends' answers could learn from them. It was shown in the following quotation of field note:

“R meminta beberapa Ss untuk menulis karangan mereka di depan kelas. Setelah Ss selesai menulis karangan mereka, kemudian R mengeceknya. Hasilnya, hampir semua Ss membuat kalimat dengan benar”

(R asked the students to write their story in front of the class. The results were satisfying enough, most of the students made the sentences correctly).

(Field note 6)

3). Reflecting

After implementing the action, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on the observations in the teaching-learning process, the students' opinions, and the comments from each research

member. Besides, the researcher also interviewed students about the action implemented. As mentioned in Chapter III, it was needed to fulfill the democratic and dialogic validity. Here, everybody had an equal opportunity to express their ideas, opinions, and feelings. From the implementation of the action above, some findings were presented as follows:

The mind mapping is a technique that can improve students' writing skills. It can be implemented as the warming-up or even as a practice in the teaching-learning process. Based on the observation during the action and the interview, the implementation of the mind mapping technique in English teaching-learning process was effective to improve students' writing skill. Based on the data those were carried out from students in the interview 4. It seemed that the students' motivation increased in the learning process. They did not get bored during the teaching-learning process because they were interested about the use of the mind mapping. They also felt that the task was easy to do. Besides, the students' motivation also increased since they knew more the words and they were also happy to study together. Those statements were supported by the quotation of the interview with the students below:

Researcher : "Menurut kalian bagaimana pembelajaran bahasa Inggris setelah pertemuan pertama menggunakan mind mapping ini?"

(What do you think about the English teaching-learning after the first meeting by using the mind mapping?)

Students 4,5, : "Wah asyik, Mas dan ternyata mudah cara membuatnya, Mas"

(It was interesting, Sir and actually it was also easy, Sir)

Siswa 1,2,3 : “Iya Mas suka, kata kata yang dulu ga tahu jadi tahu sekarang dan belajarnya kan bareng-bareng jadi enak”

(Yes we liked it, we could know more the words, Sir and we were happy to study together)

(Interview 4)

The conclusion above is supported by the data from interview 2 with English teacher. It can be concluded that the conclusion is valid and reliable from the view point of democratic validity. The following interview’s quotation with the English teacher supported the conclusion above.

Researcher : O.....beginu ya bu ya. tapi pada intinya Cycle pertama itu bagaimana ya bu? sudah ada peningkatan belum?

(What did you think of Cycle 1, was there any improvement?)

Teacher : Ya, sudah ada mas, sudah kelihatan.

(Yes, there is..it was seen)

Researcher : Terlihat dimana bu?

(How did you know, Mom?)

Teacher : Ya itu tadi mas, antusiasnya.

(It could be seen from their enthusiasm)

Researcher : Pada waktu menulis kalimat itu ya bu?

(When they made the sentences?)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya kosakata yang mereka kuasai juga bertambah.

(Yes. Besides, it seemed that there was an improvement on their vocabulary) **(Interview 2)**

The quotation above is also valid based on the concept of investigator triangulation. Although generally the mind mapping was considered successful, the researcher and ET found that there were some

weaknesses in the process of applying the mind mapping. The researcher and ET found that there were some students who did not bring dictionaries in the class. It would affect the competence of the students in choosing the suitable words when they did the process of writing.

- a. Using colorful pictures of mind mapping in BKOF and MOT stages for studying the recount text

Using pictures in combination of materials was successful in Cycle 1. The students were interested with the color of mind mapping pictures, so their motivation and happiness during the class increased. Applying mind mapping in BKOF and MOT stages also could improve the understanding of the text. Based on the data from interviews 1 and 4; the students could use the mind mapping to develop their ideas and it also could reduce the boredom. This result is valid since it accomplished the requirements of the process validity and democratic validity. It is also valid based on the concept of investigator triangulation. These could be seen in the interview transcript below.

Researcher : Menurut ibu bagaimana penggunaan pictures dalam pembelajaran writing di Cycle 1?

(What do you think about the use of pictures in the process of teaching-learning writing in Cycle 1?)

*Teacher : Bagus mas. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar mereka bisa menebak – nebak isi bacaannya dan **memperkirakan** arti kata yang menurut mereka sulit.*

(It was good. The students focused in the text and the title. Although there was still one or two students who made noisy. They can predict the content and the difficult words) (Interview 1)

Researcher : “Menurut kalian bagaimana tentang penggunaan gambar warna di mind mappingnya?”

(What did you think about the use of colorful pictures in the mind mapping?)

Students : “Suka mas, tidak membosankan.”

(I like it, Sir) (**Interview 4**)

b. Using mind mapping as a pre-writing planning strategy (JCOT stage)

In the process of pre-writing planning strategy, most of the students had their own opinion about the words that related to the topic. Based on the interview 4, the students were motivated to finish their mind mapping but the researcher and the English teacher found that there were still some students who were confused to choose the suitable words. This result is categorized valid since it fulfilled the requirements of process and democratic validities. This situation was shown in the following quotation:

Researcher : “Baik, trus secara keseluruhan ada tidak **kesulitan** dalam pemilihan kata katanya? Maksudnya ketika menggambar mind mappingnya?”

(Well, overall were there any difficulties in choosing the words? I meant when you drew the mind mapping?)

Students 1, 5 : “Iya Mas, bingung milih kata katanya tapi kita bawa kamus jadi ya mudah ngerjainnya”

(Yes, Sir I was confused to choose the word but we brought a dictionary so it made us easier to finish it)

Students 2, 3,4 : “ Bingung juga sih, bahasa indonesianya kita tau tapi bahasa inggrisnya yang ga tau”

(I was confused, I knew the words in Indonesian but not in English) (**Interview 4**)

c. Writing recount text by using mind mapping (ICOT stage)

The implementation of writing recount text in the last activity of using mind mapping was successful. The students could use the words they

learnt by producing sentences. It was like the researcher's expectation. This activity was one of the activities to measure whether there was an improvement in their writing or not. Based on data from interviews 2 and 4, the researcher and the English teacher agreed that there was an improvement in their writing although sometimes there were still some students who made mistakes. Their mistakes were not about grammar but vocabulary.

This result fulfilled the requirements of process validity and democratic validity. The following quotation of interview showed how effective this activity:

Researcher : “Terus bagaimana dengan membuat kalimat tadi?”

(Then, what about the activities of writing sentences?)

Students 1,4,5 :“Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapi setelah kami selesai membuat mind mapping, kita enak mengarangnya Mas. Kami sangat terbantu dalam mengembangkan tulisan kami.”

(Actually we were confused to make it, but after we finished making mind mapping, we could arrange it well, Sir. We were helped in developing our writing) (**Interview 4**)

Teacher : Iya, pada waktu menulis kalimat, lagi pula kelihatanya kosakata yang mereka kuasai juga bertambah.

(Yes. Besides, it seemed that there was an improvement on their vocabulary)

Researcher : Tahunya bertambah dimana bu?

(How did you know Mom?)

Teacher : Ya bisa dilihat pada waktu membuat kalimat itu, walaupun masih ada yang salah namun secara keseluruhan bisa dibilang tulisan mereka sudah bagus.

(It could be seen when they made sentences. Although sometimes they still made mistakes, overall there was an improvement on their writing)

(**Interview 2**)

The result above is also valid based on the concept of investigator triangulation. By implementing this activity, the students could write faster by following the framework of the mind mapping. Besides they could use their new words to produce the recount text.

4). Summary

Based on the reflection above, there were successful and unsuccessful actions. The researcher described the successful and unsuccessful actions as follows.

a. The successful actions

1) Using pictures in combination of materials was successful. Implementing colorful pictures helped the students in understanding the material. Besides, the students could use the mind mapping to develop their ideas and it also could reduce the boredom.

2) In the process of writing recount text, it can be categorized as a successful action because the students could use the words they learnt by producing recount text.

b. The unsuccessful action

In the process of pre-writing planning strategy, the researcher and the English teacher found that there were some students who had difficulties to choose the suitable words.

C. Report of Cycle 2

Based on the reflection of Cycle 1, it was found that some activities in using the mind mapping were not successful yet to improve students' writing

skills. It was found that there were still some students who made a noise in the classroom activity and it was also found that some students who did not bring a dictionary, that was why they made mistakes in choosing the suitable words.

1. Planning of Cycle 2

The English teacher and the researcher planned some efforts as treatments to solve the problems which were related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher would still use the similar activities like in Cycle 1, i.e. using mind mapping as a pre writing strategy and writing recount text as the final activity. Besides, the English teacher and the researcher would also focus the efforts on making group work and requiring the students to bring dictionary with them. This was done to fulfill the democratic and dialogic validity. The efforts were described as follows:

- a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher used this activity so that the students find it easy to do the mind mapping. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups

were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

b. Using a dictionary to develop the mind mapping (JCOT stage)

In this action the researcher still used mind mapping as a pre writing supported by dictionary. The researcher and the English teacher agreed to ask the students to bring a dictionary with them in every meeting. This action was done because in Cycle 1, the researcher found that there were some students who did not bring a dictionary with them. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students would have more chances to search the difficult words and to find out the words that were related to the key word. Besides, it would be easy for them to memorize new words if they searched them by themselves.

The researcher planed to give a punishment for the students who did not bring a dictionary with them by requiring them to memorize new words. There were about 4-5 words that they had to memorize. They should say them in front of the class in the next meeting.

c. Writing recount text by using mind mapping (ICOT stage)

Writing sentences activity was considered as an important part in learning writing, the researcher still used this activity. Through this

activity, the students were expected to use their mind mapping that they had made.

2. Actions and Observation of Cycle 2

Cycle 2 was done in three meetings; they were on **9, 10 and 12 December 2019**. Below are the actions that the researcher implemented in Cycle 2:

- a. Providing colorful pictures of mind mapping in group work (BKOF and MOT stages)

The researcher applied group work in the class. The researcher asked the students to make a group of four. The students seemed enthusiastic when the researcher asked them to make a group of four. They turned their seat back soon after the researcher asked them. They did not take a long time to make a group of four but when they turned back their sit, the class became a little bit noisy. They did not complain although they had to be in a group that consisted of boys and girls. The students seemed enthusiastic and serious to learn in groups. It was shown from the situation below.

“Selama proses pembuatan Mind mapping, Ss sangat serius terhadap tugas mereka. Hal ini terlihat ketika masing masing kelompok terlihat membagi tugas, ada yang menyatakan pendapat mereka masing-masing ada juga yang mendapat bagian menggambar mind mappingnya”.

(In the process of making the mind mappings' diagram, the students were serious on their assignment. It could be shown when each group discussed their mind mapping) **(Field notes 8)**

Besides, providing colorful pictures could stimulate their ideas and keep new words in their long term memory. Murley states displaying all related topics on the same mind map, with emphasis and connections indicated by images, symbols, and colors, improves memory retention. The maps are also easier to understand, which saves time and increases productivity.²⁷

b. Using a dictionary to develop the mind mapping (JCOT stage)

The researcher asked the students to bring a dictionary with them in every meeting. In Cycle 2, the number of students who brought dictionary increased. It was higher than in Cycle 1. This action was done because in Cycle 1, the researcher found that there were some students who did not bring a dictionary with them. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students would have more chances to search the difficult words.

Besides, it would be easy for them to memorize new words if they searched them by themselves. Furthermore, Welker states students with a background in dictionary training are better able to avoid the problematic

²⁷ Murley, D. (2007). *Mind Mapping Complex Information*. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=958633. Accessed on 2nd December 2019.p.176

spots in writing sentences and follow strategies for solving word problems when enough help is provided by the dictionary.²⁸

By asking them to bring a dictionary, the process of making mind mapping could run well. The students seemed busy with their own job. There was no found the students who walked around to do nothing in the process of making mind mapping. The quotations below supported the argument above:

Suasan kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang bertanya kepada kelompoknya untuk menyelesaikan karangan mereka. Mereka terlihat benar benar tidak mengganggu kelompok lainnya. Mereka focus dengan pekerjaan mereka sendiri.

(“At that time the condition of the class was not noisy. There were only groups that were busy doing their job to finish their writing. They did not disturb their friends. They focused on their own job) (**Field notes 9**)

The researcher applied his rule for students who did not bring a dictionary with them by giving a punishment to them. The researcher asked the students to memorize some new words and then say the words in the front of the class in the next meeting. The researcher gave a punishment for students who did not bring a dictionary with them only in the first and second meetings of Cycle 2 because in the third meeting all students brought the dictionary.

c. Writing recount text by using mind mapping (ICOT stage)

Although in Cycle 1 this activity had been done, in this cycle the researcher still used it. In Cycle 2, the students made fewer mistakes than in Cycle 1. They were eager to come up to the front of the class to write

²⁸ Welker, H.A. (2010). *Dictionary use: A General Survey of Empirical Studies*. Retrieved from www.let.unb.br/hawelker/dictionary_use_research.pdf. Accessed on 1nd December 2019.p.74

their story. Then the researcher corrected the students' sentences. When the researcher checked the sentences, the students paid attention to him. And sometimes there were some students who asked the researcher to explain again.

R memberitahukan Ss bahwa waktu telah habis dan Ss terlihat sudah siap mengumpulkan hasil kegiatan mereka. 10 menit R dan Et mengecek hasil karangan siswa. ET memberitahukan bahwa hasil pekerjaan siswa sudah lebih baik dari sebelumnya, kalimat kalimat yang dibuat sudah baik dan tidak ambigu.

(R told the students that time over and the students seemed ready to submit their works. In the next 10 minutes, R and the English teacher corrected the students' writing. The English teacher told that the students' writing was better than before especially in writing sentences.)

(Field note 9)

3). Reflection of Cycle 2

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the English teacher as the collaborator in order to have an evaluation about the action. Besides, the researcher interviewed students about the implemented action. From the implementation of the action above, some findings were described as follows:

- a. Providing colorful pictures of the mind mapping in group work (BKOF and MOT stages)

The implementation of group work in this cycle was also successful to improve the interaction among the members of the group. During the group work, the students could share the task given in order to finish the mind mapping. Based on the interview 5, the students thought that it was easier to do the exercises when they worked in a group than they had to

work individually. The use of colorful pictures made the students motivated to learn the mind mapping. This result was categorized valid since it fulfilled the requirements of process and democratic validity. It was shown in the following quotation of interview:

Researcher : “*Bagaimana menurut kalian tentang penggunaan gambar pada mind mappingnya?*”
(What did you think about the use of pictures in the mind mapping?)

Students 1,2,5 : “*Lebih menarik, Mas. Kami jadi lebih semangat mempelajari mind mappingnya*”
(It was interesting, Sir. It made us motivated to learn the mind mapping)

Students 3,4 : “*Iya, itu lebih menarik. Terlebih lagi kita berkelompok, jadi lebih mudah membuat mind mappingnya.*”
(Right, it was interesting. Since we were in a group, it made us easier to create the mind mapping)
(Interview 5)

b) Using a dictionary to develop the mind mapping (JCOT stage)

By asking the students to bring a dictionary with them, the process of making mind mapping ran well. Based on the interviews 4 and 5, the students were helped to choose the suitable words. Then, it also made them concentrate more because they did not need to walk around just for borrowing a dictionary. This result was categorized to be valid since it accomplished the requirements of process validity and democratic validity. The result was also valid based on the concept of investigator triangulation. The following quotations showed the situation:

Researcher : “*Setelah saya suruh membawa kamus, ada tidak manfaatnya buat kalian?*”
(After I asked you to bring dictionary, was there any benefit for you?)

Students : “*Iya, mas. Kita terbantu nyari kata-katanya*”

(Yes, Sir. We were helped to search the words)

(Interview 5)

Researcher : Berbedanya di mana bu?

(Where is the differentiation, Mom?)

Teacher : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainnya jadi mereka lebih konsentrasi.

(Well, when I monitored from the back side of the classroom I found that they all brought a dictionary. There were no students who borrowed a dictionary with their friends so they could concentrate.)

(Interview 3)

From the quotations above, it can be concluded that by asking the students to bring a dictionary, the process of making the mind mapping ran well because they could choose the suitable words.

c) Writing recount text by using mind mapping (ICOT stage)

The implementation of writing recount text by using the mind mapping was considered successful. Based on the interview 3 and 5, the researcher found that writing sentences helped the students to understand the use of the words they learnt by using them in the sentences. It meant that this activity helped the students to produce their writing. This result accomplished the requirements of process validity and democratic validity. It was also valid based on the concept of investigator triangulation. The quotations below supported the argument above:

Researcher : “Baik, bagaimana dengan menulis teks recountnya?”

(Well, how did you make the sentences?)

Students : “Karena kita tau arti dari kata katanya jadi itu memudahkan ketika mengarangnya mas”

(Because we know much the meaning of the words that were used to make the sentences, it made us easier to write the text, Sir)

(Interview 5)

Researcher : Lalu bagaimana dengan kegiatan membuat teks recount berdasarkan mind mapping yang di buat para siswa bu? Apakah menurut ibu kegiatan ini juga berhasil tuk membantu siswa dalam memperbaiki tulisan mereka?

(What did you think with the activity of writing recount text, Mom? Was it successful to improve their writing?)

Teacher : Iya mas, itu cukup membantu mereka. Tadi saya lihat sebagian besar siswa membuat kalimat dengan benar, walau ada juga yang masih membuat kesalahan tapi ga papa mas yang penting mereka sudah mau mencoba.

(Well, it could help them enough. I saw most of the students wrote the sentences correctly. Although there were still mistakes, but it was OK.).

(Interview 3)

Here, the researcher compared the students' pre-test with post-test scores by using the t-test to know whether or not there was a significant difference in the pretest and post-test scores. The data could be seen from the students' mean scores before and after they got treatment. Below, the results of the t-test were presented.

Table 5: The result of the t-test

	N	Mean	Sd	t	df	Sig.(2 tailed)
Pre-test	32	56.56	11.943	8.164	31	.000
Post- Test	32	73.75	5.536			

Based on the table above, it could be shown that the mean scores of the pretest were 56.56 and that of the post-test were 73.75. It means the average score of the post-test increased by 17. 188 from the average score in the pre-test. There are 3 students who get maximum score for the pre-

test with the value of 80, while in the post-test there are 10 students who get maximum score with the value of 80. Based on the result of the *t-test*, the score difference was significant at $p (0.000) < 0.05$.

Therefore, by seeing the improvement of students' scores, it could be concluded that the implementation of the mind mapping was believed to improve the students' writing skill.

4). Summary of Cycle 2

Based on the reflection, it could be concluded that the mind mapping and its accompanying activities in Cycle 2 were successful to improve the students' writing skill. It was shown by the process of making the mind mapping especially the activity of producing recount text using the mind mapping that had been made by the students. It could be seen from the sentences that were made by the students in their recount text, most of the students had more vocabulary in writing sentences. Besides, their grammar was also in the correct form. From the reflection of Cycle 2, it showed that most of the students were able to make recount text using the mind mapping. It could be used as the tool to measure whether there was an improvement on students' writing skill or not. Besides, the researcher found that students were more enthusiastic in making the mind mapping in Cycle 2. They involved in most of the activities in making the mind mapping.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' writing skill. Since the

objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

Here the researcher presents detail information related to the implementation of the mind mapping to improve the students' writing skill at MTs Miftahul Huda Seputih Raman, Central Lampung. The descriptions are presented in the next page.

Table. 3: The improvement of the cycles

Before action	After Cycle 1	After cycle 2
There were some students who found difficulties to write sentences in English.	Most of the students found it easy to write sentences in English.	Students find it easier to make English sentences
The students lacked grammar ability	Some students were able to make sentences used the simple past tense and made sentences in a good structure.	Almost all students were able to make sentences used the simple past tense and made sentence in a good structure.
The students had difficulties to express their ideas in writing.	Some students could generate or organize their ideas by using the mind mapping.	All students could generate or organize their ideas by using the mind mapping.
The students lacked vocabulary and used inappropriate vocabulary in their sentences.	Students' vocabulary mastery improved. Some students were able to use appropriate vocabulary in their sentences.	Students' vocabulary mastery improved. Almost all students were able to use appropriate vocabulary in their sentences.
The students' score average of pre-test is 56.56.	Students' writing skill improved in the daily meeting.	The students' score improved. The average of the post-test is 73.75.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication, and the suggestion. The discussion of each section will be delivered as follows.

A. Conclusions

The research is about the implementation of mind mapping to improve the students' writing skills. Based on the discussion in the previous chapter, it can be concluded that the mind mapping can improve students' writing skill. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the students said that writing was difficult. It could be seen from their product of writing. Firstly, the students had little knowledge of vocabulary. They wrote in Indonesian. Secondly, they found it difficult to use accurate grammar so they made many mistakes of grammar. Moreover, they also found it difficult to organize sentences into a good text. Furthermore, the students had difficulties to express their ideas in a written form. It can be indicated by the facts that they did not understand the teacher's explanation, they got bored because the teacher did not use media to support teaching-learning process and to improve the students' motivation, and they kept silent when the teacher asked them about the lesson.

During the implementation of actions, the students were motivated through the use of the mind mapping. These made them interested and more confident to finish the activities well and answer the questions correctly. As a

result, the students were able to write with the correct grammar, spelling, and punctuation. The organization of sentences could be easily understood. They also used vocabulary accurately. These are because the mind mapping is a good technique that can improve students' writing skills. Moreover, the mind mapping is selected as their pre-writing strategy before they are ready to write. It helps the students to arrange appropriate words related to the topic of the text.

Based on the process above, the pre-test mean is 56.56 with a standard deviation of 11.943, while the post-test mean is 73.75 with a standard deviation of 5.536. It means that the average score of the post-test score increases by 17.188 from the average score of the pre-test. It is also can be conclude that the standard deviation was decreased, so it can be categorized that students became more homogenous on high level score. Based on the result of the *t-test*, the difference is significant (the value of observed *t* was 8.164 with $p = 0.000$). From data sources above, it can be concluded that the students' writing skill significantly improved.

B. Implications

Based on the result of the study, it is found that the students are able to improve their writing skills in the teaching-learning process. They have used the correct generic structure, the correct grammar, punctuation, appropriate vocabulary in writing the recount text. They can be more familiar with the words they learnt. It implies that the teacher can use the mind mapping in writing learning process because it can give some benefits. First, the mind mapping technique can be used to express their ideas and it does not make students bored. Second, it can increase their involvement and their enthusiasm. Third, the

researcher selected picture to attract the students' attention. Therefore, the use of pictures was useful to reduce the boredom.

The results of the study indicate that the process of using the mind mapping can run well because most of the students bring dictionaries with them. The study shows that dictionaries help them to find the meaning of the words that they did not know. It implies that the teacher should require the students to bring dictionaries.

C. Suggestions

Based on the conclusions and the implications, there are some suggestions for English teachers and other researchers. The suggestions are as follows:

1. To English teachers

English teachers can implement the mind mapping and some activities in using the mind mapping such as group work, pre-writing strategy and making recount text by using the mind mapping. They can also use the colorful pictures as the media in the mind mapping.

2. To other researchers

It is necessary to follow up this study in order to find more actions to improve students' writing skill. It is also possible for other researchers to conduct similar studies in other schools.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-2893/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTs MIFTAHUL HUDA SEPUTIH RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **IFAN MUSTOFA**
NPM : 14121497
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING RECOUNT WRITING TEXT BY USING MIND
MAPPING TECHNIQUE AMONG THE SECOND YEAR OF MTs
MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

untuk melakukan *pra-survey* di MTs MIFTAHUL HUDA SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 September 2019
Kepala Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





**YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH**

SURAT KETERANGAN PRA-SURVEY
Nomor : B/235/437/MTs-MH/RG/IX/2019

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2893/In.28.1/J/TL.00/09/2019, Tanggal 12 Oktober 2019 Perihal izin Pra Survey. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : IFAN MUSTOFA
NPM : 14121497
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Pra-Survey di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 1 (satu) hari, dengan Judul Skripsi " **IMPROVING RECOUNT WRITING TEXT BY USING MIND MAPPING TECHNIQUE AMONG THE SECOND YEAR OF MTs MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG**".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Nomor : B-3834 /In.28.1/J/PP.00.9/11/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

18 November 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	: Ifan Mustofa
NPM	: 14121497
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: Improving The Recount Text Writing Ability By Using Mind Mapping Technique Among The Second Year Students At MTs Miftahul Huda Seputih Raman Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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SURAT TUGAS

Nomor: B-4232/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **IFAN MUSTOFA**
NPM : 14121497
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs MIFTAHUL HUDA SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE RECOUNT WRITING TEXT ABILITY BY USING MIND MAPPING TECHNIQUE AMONG THE SECOND YEAR STUDENTS AT MTs MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Desember 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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Nomor : B-4240/In.28/D.1/TL.00/12/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA MTs MIFTAHUL HUDA
 SEPUTIH RAMAN
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4232/In.28/D.1/TL.01/12/2019, tanggal 09 Desember 2019 atas nama saudara:

Nama : **IFAN MUSTOFA**
 NPM : **14121497**
 Semester : **11 (Sebelas)**
 Jurusan : **Pendidikan Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs MIFTAHUL HUDA SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE RECOUNT WRITING TEXT ABILITY BY USING MIND MAPPING TECHNIQUE AMONG THE SECOND YEAR STUDENTS AT MTs MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2019
 Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH**

Jl. Kampung Rama Gunawan Kec. Seputih Raman Lampung Tengah 34155

SURAT KETERANGAN RESEARCH
Nomor : B/223/437/MTs-MH/RG/XII/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-4232/In.28/D.1/TL.01/12/2019, Tanggal 10 Desember 2019 tentang izin Research. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : **Ifan Mustofa**
NPM : 14121497
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah selesai melaksanakan Research di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 4 (empat) hari, dengan Judul Skripsi “ **Improving The Recount Text Writing Ability By Using Mind Mapping Technique Among The Second Year Studends of MTs Miftahul Huda Seputih Raman Central Lampung**” dengan hasil baik.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-126/In.28/S/U.1/OT.01/01/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Ifan Mustofa
NPM : 14121497
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14121497.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Januari 2020
Kepala Perpustakaan



Siti Khotijah, S.I.Pi., M.Sy
NIP. 196704031989032003

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Ifan Mustofa

NPM : 14121997

Fakultas : Tarbiyah

Jurusan : Pendidikan Bahasa Inggris

Angkatan : 2014

Telah menyerahkan buku berjudul Compelling Conversations

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Ifan Mustofa

NPM : 14121997

Fakultas : Tarbiyah

Jurusan : Pendidikan Bahasa Inggris

Angkatan : 2014

Telah menyerahkan buku berjudul Compelling Conversations

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ifan Mustofa
 NPM : 14121497

Jurusan/Fakultas : TBI
 Semester/TA : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Senin 28/11/19	✓		Revisi instrumen test beberapa subtes: Ae dan operasi	
	Kamis 5/12/19	✓			

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
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IAIN METRO

Nama : Ifan Mustofa
 NPM : 14121497

Jurusan : TBI
 Semester : X/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 4/7-19.		✓	Insert the writing ability theories.	
	Selasa 9/7-19		✓	Acc ch. II Continue to ch. III.	
	10 Kamis 10/7-19		✓	Revise ch. III.	
	Kamis 25/7-19.			Acc ch. III Continue to PA Advisor	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ifan Mustofa
 NPM : 14121497

Jurusan/Fakultas : TBI
 Semester/TA : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Jumat 22/11-19		✓	Revise IPD -	
	Selasa 3/12-19		✓	Revise all -	
	Kamis 5/12-19		A	Aze IPD	

Mengetahui,
 Ketua Jurusan TBI

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 NIP. 19750610 200801 1 014

Dosen Pembimbing II

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**KEMENTERIAN AGAMA
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ifan Mustofa
NPM : 14121497

Jurusan : TBI
Semester : XI / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<ul style="list-style-type: none"> - revise chapter II - revise the feature of recount text - revise the ability in writing recount text - revise the ability of recount text writing - elaborate Assessment of writing <p style="text-align: center;"><i>Proctor Scheme:</i> <i>See it impossible</i></p>	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I,

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NIP. 19611221 199603 1 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ifan Mustofa
 NPM : 14121497

Jurusan : TBI
 Semester : XI / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 27/12-19		✓	Elaborate more the result of your research!	
	Senin 30/12-2019		✓	Acc ch. 1y & 2y	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harva, M.Pd.
 NIP. 19830511 200912 2 004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Materi Pokok : Recount text / *Holiday*

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

- 1.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan

/kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

- a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
- b. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

- a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount.

E. Metode Pembelajaran

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa "*Look Ahead*"
2. Picture
3. Whiteboard
4. Worksheet

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Mengucapkansalamdenganramahkepadasiswa waketikamemasukiruankelas; <i>Assalamualaikum, Good Morning.</i>• Mengecekkehadiransiswa.• Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>.	15 menit
Kegiatan Inti	<p>1.Observing</p> <ul style="list-style-type: none">• Mengamati gambar tentang beberapa tempat yang telah disiapkan oleh guru.• Memperhatikan penjelasan guru tentang <i>Recount Text</i> <p>2.Questioning</p> <ul style="list-style-type: none">• Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar• Menanyakan pemahaman siswa tentang <i>Recount Text</i>.	60 menit

	<ul style="list-style-type: none"> • Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Recount Text</i> tentang <i>place</i> <p>3. Collecting Data</p> <ul style="list-style-type: none"> • Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks <p>4. Associating</p> <ul style="list-style-type: none"> • Menanyakan tentang kesulitan dalam menulis paragraph <i>Recount Text</i> <p>5. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Recount Text</i> • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i> 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; “<i>Wassalamualaikum, See you next time</i>” 	15 menit

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Materi Pokok : Recount text /*Daily Activity*

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
3. Memahami dan menerapkan pengetahuan(faktual,konseptual dan procedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

- 1.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan

tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

- a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
- b. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

1.12 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

- a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount.

E. Metode Pembelajaran

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa “*Look Ahead*”
2. Picture
3. Whiteboard
4. Worksheet
5. Marker

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; <i>Assalamualaikum, Good Morning.</i>• Mengecek kehadiran siswa.• Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>.	15 menit
Kegiatan Inti	<p><i>1.Observing</i></p> <p>Mengamati gambar tentang <i>daily activity</i> yang telah disiapkan oleh guru.</p> <p>Memperhatikan penjelasan guru tentang <i>Recount Text</i></p> <p>Memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiannya.</p>	60 menit

2.Questioning

Menanyakan berbagai hal yang berkaitan dengan tehnik Clustering

Menanyakan pemahaman siswa tentang *Recount Text*.

Memberikan latihan kepada siswa untuk membuat diagram tentang *Recount Text* sesuai tema yang ditentukan menggunakan tehnik clustering terlebih dahulu.

Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph *Recount*.

3.Collecting Data

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..
- Mencari informasi fungsi sosial teks

4.Associating

- Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat
- Menanyakan tentang perbedaan sebelum dan sesudah menggunakan tehnik clustering.

5.Communicating

- Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text*
- Mengajak siswa untuk

	<ul style="list-style-type: none"> • melakukan refleksi penggunaan <i>Dyadic Essay Technique</i>. • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; "<i>Wassalamualaikum, See you next time</i>" 	15 menit

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Materi Pokok : Recount text / *Birthday Party*

Alokasi Waktu : 2 x 45 menit

H. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
7. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

I. Kompetensi Dasar dan Indikator

- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang

dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaannya.

Indikator :

- c. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
- d. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

8.14 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

- d. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- e. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- f. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

J. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

K. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount.

L. Metode Pembelajaran

2. Scientific Approach, Tanya Jawab, Penugasan

M. Media, Alat dan Sumber Pembelajaran

5. Buku Siswa "*Look Ahead*"
6. Picture
7. Whiteboard
8. Worksheet
9. Marker

N. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; <i>Assalamualaikum, Good Morning.</i>• Mengecek kehadiran siswa.• Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>.	15 menit
Kegiatan Inti	<p>1.Observing</p> <ul style="list-style-type: none">• Mengamati gambar tentang <i>Birthday Party</i> yang telah disiapkan oleh guru.• Memperhatikan penjelasan guru tentang <i>Recount Text</i>• Memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiannya. <p>2.Questioning</p>	60 menit

	<ul style="list-style-type: none">• Menanyakan berbagai hal yang berkaitan dengan mind mapping• Menanyakan pemahaman siswa tentang <i>Recount Text</i>.• Memberikan latihan kepada siswa untuk membuat diagram tentang <i>Recount Text</i> sesuai tema yang ditentukan menggunakan mind mapping terlebih dahulu.• Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph <i>Recount</i>. <p>3. Collecting Data</p> <ul style="list-style-type: none">• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..• Mencari informasi fungsi sosial teks <p>4. Associating</p> <ul style="list-style-type: none">• Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat• Menanyakan tentang perbedaan sebelum dan sesudah menggunakan mind mapping. <p>5. Communicating</p> <ul style="list-style-type: none">• Mengajak siswa untuk melakukan refleksi tentang materi <i>Recount Text</i>.• Mengajak siswa untuk melakukan reflesksi.	
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	<ul style="list-style-type: none"> • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; “<i>Wassalamualaikum, See you next time</i>” 	15 menit

Instrument of Pre-Test

(Writing Recount Text)

Name :

Class :

Directions:

1. Write recount text that consists of 10-20 sentences!
2. Tell about your **holiday**!
3. Write the text based on the generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

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Instrument of Post-Test 1

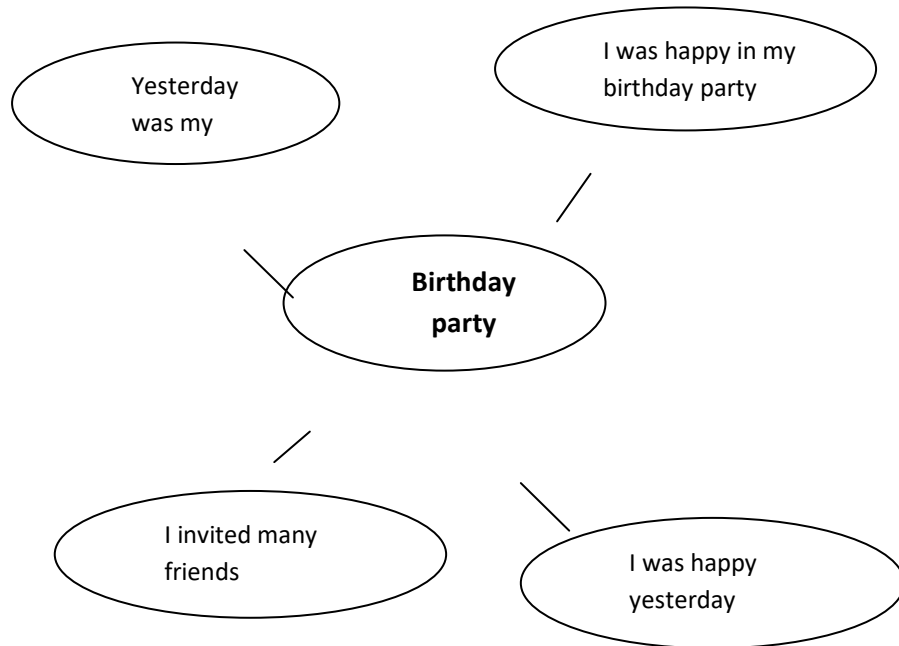
(Writing Recount Text)

Name :

Class :

Directions:

1. Write recount text that consist of 10-20 sentences!
 2. Tell about your **Birthday Party!**
 3. Write the text based on the generic structure!
 4. Write it in the past form!
 5. Work individually and use your time adequately!
 6. Check your story before submitting!
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Instrument of Post-Test II

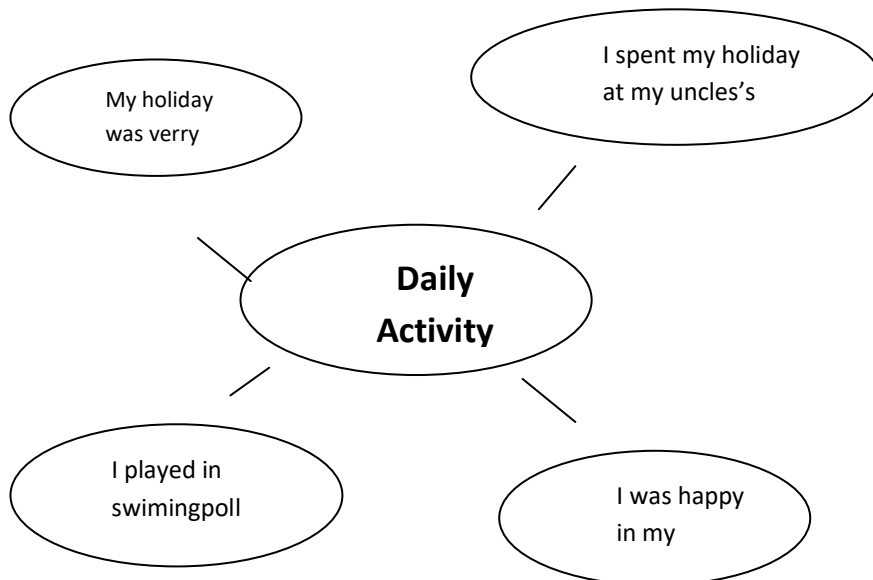
(Writing Recount Text)

Name :

Class :

Directions:

1. Write recount text that consists of 10-20 sentences!
 2. Tell about your **daily activities!**
 3. Write the text based on the generic structure!
 4. Write it in the past form!
 5. Work individually and use your time adequately!
 6. Check your story before submitting!
-



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HASIL WAWANCARA DENGAN GURU

Interview 1

Hari/ Tanggal :Senin/ 2 Desember 2019

Tempat :Ruang Guru

Waktu :Pukul 11: 00 WIB

Peneliti : Maaf bu, bisa ganggu waktunya sebentar, saya mau bertanya tentang pelajaran tadi bu.

Guru :Ya mas silahkan saja.

Peneliti : Menurut ibu pelajaran yang baru saja saya lakukan tadi bagaimana yabu?

Guru : Emh....menurut saya siswanya juga tertarik sama masnya, mungkin baru pertama kali bertemu jadi suasananya berbeda. Apalagi dengan mind mappingnya!

Peneliti :Menurut ibu, tertariknya itu dimana ya bu? Maksudnya di bagian mananya bu?

Guru :Ya ..mereka terlihat antusias mas. Biasanya kan mereka Cuma ...apaya? Cenderung pasif.Pas waktu itu saya lihat mereka aktif kok,tertarik dengan mind mappingnya.

Peneliti :Mind mappingnya! Kira kira tadi itu mereka tertarik dengan mind mappingnya ya bu?

Guru : iya.

Peneliti : Tapi ada kelemahan ga bu dari proses pembelajaran tadi, kira kira udah ada peningkatan belum bu dari implementasi mind mapping yang saya lakukan tadi?

Guru : Maksudnya dari segi menulisnya?

Peneliti : Iya bu, dlam segi menulisnya.

Guru : Kalo dalam segi menulisnya belum kelihatan betul mas, yang kelihatannya baru antusiasnya. Kalo menulisnya belum bisa mengukurya kita ya seberapa jauh pengasahanya.

Peneliti : Kira kira kenapa ya bu? Butuh waktu beberapa tahap ya bu?

Guru : Emm.... Mungkin 3 atau berapa ya, mungkin baru kelihatan mas.

Peneliti : Ya bu, menurut ibu tadi semuanya itu aktif semua atau cuma beberapa?

Guru : Ya.....saya memperhatikanya tadi yang aktif baru beberapa sajam,

Peneliti : Kira kira kenapa ya bu?

Guru : Mungkin karena masih takut atau apa ya mas....ya mungkin jugakarena penguasaan kosakata mereka masih terbatas jadi mereka malubiasanya mengungkapkan apa yang mereka ketahui.

Peneliti : Oh begitu bu.....nah kalau pelajaranya bu, kira kira sudah cukupatau belum bu? Mind mappingnya itu sendiri menurut pandangan ibuberfungsi ga dalam pembelajaran tadi?

Guru : Kalo menurut saya itu berfungsi mas, karena semacam apa mas ya,istilahnya warming up ya dalam pembelajaran kita.

Peneliti : Jadi pada intinya mereka itu yang jelas antusias semua ya bu.

Guru : Iya.

Peneliti : Oya bu, ibu bisa melihat antusiasnya darimana ya bu?

Guru : Dari itu mas, keaktifan mereka menjawab, seperti mas pada waktumemberikan material teks recount tadi, pertanyaan tadi, merekalangsung angkat tangan seperti itu, mungkin tertarik dengan mindmappingnya mereka jadi aktif dikelas.

Peneliti : Menurut ibu bagaiman penggunaan picture dalam pembelajaran writing di cycle 1?

Guru : Bagus mas. Semua siswa terfokus pada bacaan dan judul.Walaupunmasih ada satu atau dua siswa yang ramai sendiri.Dengan adanyagambar meraka bisa menebak – nebak isi bacaannya dan mengira – iraarti kata yang menurut mereka sulit.

Peneliti : Kalau ibu dulu pernah mengajar menggunakan mind mapping?

Guru : Belum pernah mas.

Peneiti : Emm... tapi kelihatanya tadi sudah mulai efektif atau belum bu pelajaran tadi.

Guru : Iya, mulai terlihat.

Peneliti : Iya bu, terimakasih bu untuk hari ini. Untuk pertemuan berikutnya akan mengajarkan tentang past tense, bagaimana bu?

Guru : Ya...menurut disilabus saya, itu bisa juga mas. Kalau membuat textrecount kan memang harus past tense.Besok begitu juga ga papa.

Peneliti : Ya sudah bu kalau begitu terima kasih banyak untuk waktunya. Oyabu, boleh ga saya minta waktu untuk menginterview anak anak?

Guru : O.....silahkan mas silahkan.

HASIL WAWANCARA DENGAN GURU SIKLUS I Interview 2

Hari/ Tanggal : Kamis/ 5 Desember 2019

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Permissi bu, Ibu hari ini masih ada jam pelajaran lagi bu?

Guru : Iya mas.

Peneliti : Saya mau minta waktu ibu sebetar untuk nanya nanya tentang pelajaran barusan tadi bu. Tadi itu kan cycle pertama sudah selesai bu.

Guru : O, ya silahkan duduk mas.

Peneliti : Ya bu, begini bu, seperti yang sudah saya katakana tadi saya kan sudah melakukan cycle pertama dengan 3 kali pertemuan. Disini saya mencoba untuk bertanya pada ibu kira kira metode yang saya implementasikan dalam 3 kali pertemuan itu bagaimana ya bu?

Guru : Ya apa ya mas, kalau saya lihat itu dari hari ke hari antusias siswa makin meningkat dari pada pertemuan pertama kemarin.

Peneliti : Meningkatnya itu bagaimana ya bu?

Guru : Ya itu, semakin banyaknya yang tertarik dengan pelajaran bahasa inggris.

Peneliti : Terlihatnya dimana ya bu, bisa ibu jelaskan lebih rinci?

Guru : Biasanya kan mereka diam saja mas dikelas, ga seperti tadi. Terkadang kalo ada yang disuruh untuk menjawab, mereka diem mas.

Peneliti : Itu karena apa ya bu ya?

Guru : Itu mereka mungkin masih malu mas. Sama seperti yang tadi mas, ketika mas nyuruh salah satu murid tadi, dia masih takut dan ragu ragu untuk maju. Terus kalau misalnya mereka tidak tahu kata kata yang mereka miliki untuk diungkapkan dalam bahasa inggris itu, mereka tidak bawa kamus mas, tadi juga saya masih melihat beberapa siswa yang tidak membawa kamus, sehingga mereka terkadang harus minjampunya temanya, hasilnya itu sedikit mengganggu PBM. Jadi susah nyadisitu mas, kamusnya.

Peneliti : Iya bu, ibu benar, tadi saya juga memperhatikan bahwa masih ada beberapa siswa yang tidak membawa kamus.

Guru : Ya memang susah mas, kalau disuruh bawa kamus tu agak susah mereka.

Peneliti : Menurut ibu apa semua siswa tadi terlihat aktif bu?

Guru : Emh.....ada beberapa si mas yang apa ya....masih malu, masih kah?

Peneliti : Iya iya bu...

Guru : Namanya juga anak anak mas.

Peneliti : Kalau masalah dictionarynya bagaimana bu, apa bagusnya di cycle kedua ini saya coba mereka untuk membawa kamus. Jadi setiap anak itu harus membawa kamus, itu bagaimana bu?

Guru : Ya, mungkin kalau diwajibkan ya misalnya setiap waktu ada pelajaran Bahasa Inggris mereka disuruh bawa kamus atau nanti kalau ada yang masih tidak membawa konsekuensinya diberi apa gitumas.....

Peneliti : O.....begitu ya bu ya. tapi pada intinya cycle pertama itu bagaimana ya bu? sudah ada peningkatan belum?

Guru : Ya, sudah ada mas, sudah kelihatan.

Peneliti : Terlihat dimana bu?

Guru : Ya itu tadi mas, antusiasnya.

Peneliti : Pada waktu menulis kalimat itu ya bu?

Guru : Iya, pada waktu menulis kalimat, lagi pula kelihatannya kosakata yang mereka kuasai juga bertambah.

Peneliti : Tahunya bertambah dimana bu?

Guru : Ya bisa dilihat pada waktu membuat kalimat itu, walaupun masih adayang salah namun secara keseluruhan bisa dibilang tulisan mereka sudah bagus.

Peneliti : Sudah significant atau bagaimaa ya bu?

Guru : Emh.... Maksudnya?

Peneliti : Tentang peningkatan kosakatanya itu bu?

Guru : O.....ya sudah membaik mas, namanya juga belajar perlu prosesga bisa langsung cepat.

Peneliti : Mungkin nanti pada waktu cycle kedua saya akan menerapkan apayang ibu bilang tadi.

Guru : O.....iya....iya.

Peneliti : Dan di cycle kedua ini pada hari pertama itu saya akan mengajarkantentang membuat karangan recount menggunakan hasil mind mappingsiswa dengan spidol warna. Menurut ibu bagaimana?

Guru : Sepertinya bagus mas, yang jelas siswa pasti tertarik dan yang penting siswa faham dengan materinya mas.

Peneliti : Oya bu, kalau begitu saya berterimakasih banyak bu untuk waktunya.

Guru : ya sama sama mas, sukses ya.

Peneliti : Ya bu terimakasih

HASIL WAWANCARA DENGAN GURU SIKLUS II

Interview 3

Hari/ Tanggal : Kamis/ 12 Desember 2019

Tempat : Ruang Guru

Waktu : Pukul 11: 00 WIB

Peneliti : Maaf Bu, bias minta waktunya sebentar?

Guru : Ya mas silahkan. Gimana mas?

Peneliti : Begini Bu, saya kan sudah melakukan cycle kedua dan ini adalah pertemuan terakhir saya. Saya mau bertanya sekitar hasil dicycle kedua ini bu. Menurut ibu apakah ada perbedaan antara hasil pada action dicycle pertama dan kedua ini?

Guru : kalo saya lihat memang ada perbedaan mas antara hasil action pada cycle satu dan dua.

Peneliti : Maksud ibu bagaimana? Apakah maksud ibu hasil action pertama lebih bagus dari action kedua, atau sebaliknya?

Guru : dari pengamatan yang sudah saya lakukan setiap anda mengajar, saya merasakan bahwa hasil action yang dilakukan pada action kedua ini jauh lebih baik dibandingkan dengan hasil pada action pertama kemarin.

Peneliti : maaf bu sebelumnya, apakah sebelumnya ibu bias memberikan criteria criteria sehingga ibu dapat menyimpulkan hasil action kedua ini lebih baik dibandingkan dengan action pertama?

Guru : iya, begini mas, itu bias dilihat dari segi keterlibatan , motivasi dan respon mereka dalam proses belajar mengajar.

Peneliti : tapi bagaimana dengan vocabulary mereka bu, apakah ada peningkatan dibandingkan dengan hasil pada cycle pertama?

Guru : Iya mas, khususnya pada kosakata yang mereka miliki, saya rasa ada peningkatan yang lebih baik dibandingkan dengan cycle pertama. Itu kan bias dilihat dari beberapa aspek, salah satunya dari proses membuat membuat teks recount tadi. Dengan adanya membuat teks recount itu saya rasa adalah cara yang bagus untuk membuat siswa lebih kreatif dalam mengkreasi kata kata baru yang baru mereka dapat.

Peneliti : Oh. begitu ya bu. Oh iya bu menurut ibu bagaimana dengan cara belajar yang saya terapkan, yang pertama mengenai belajar berkelompok bu?

Guru : sudah bagus mas, karena dengan adanya pelajaran yang berkelompok itu atau yang lebih dikenal dengan group work itu dapat membuat siswa jauh lebih berani, disamping itu juga saya melihat bahwa para murid sering berdiskusi apabila menemukan kesulitan dalam membuat mind mappingnya, mereka sering saling tanya.

Peneliti : Iya bu saya juga sering melihat kejadian itu. Menurut ibu bagaimana dengan peraturan baru yang saya terapkan pada cycle kedua ini bu?

Guru : maksudnya yang mana mas?Peneliti : maksud saya tentang kamus dan spidol berwarna yang saya gunakan untuk membantu siswa dalam membuat mind mappingnya.Bagaimana?

Guru : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang meminjam kamus dengan teman lain jadi mereka lebih konsentrasi.Ditambah lagi dengan adanya spidol itu mas. Masnya niat bangetya..

Peneliti : Iya bu, hehe...yang penting anak anak jadi niat juga bu dan tadi itu memang mereka terlihat lebih bersemangat lagi. Mereka termotivasi ya bu! O iya bu, bagaimana dengan aktivitas aktivitas yang masih saya terapkan seperti pada cycle pertama kemarin, emh...maksud saya seperti member contoh mind mapping, menggunakan gambar and membuat teks recount?

Guru : iya itu, seperti yang mas jelaskan pada awal pertemuan dulu bahwa kegiatan kegiatan itu memang penting dalam usaha peningkatankosakata siswa, dan disini saya juga melihat bahwa memang dengan adanya kegiatan kegiatan seperti itu dalam membuat mind mapping dapat membuat mereka lebih mudah dalam memahami dan menghafalkata kata baru.

Peneliti : maksudnya bagaimana ya bu?

Guru : begini mas, dengan kegiatan seperti yang mas terapkan saya rasa parasiswa jadi lebih familiar dengan kata kata baru yang mereka temui karena mereka tidak hanya sekali bertemu dengan kata kata itu dalam satu pertemuan. Tentunya mereka akan lebih mudah mengingatnya.Terlebih lagi dengan proses membuat kalimatnya. Tadi saya melihat hampir semua kalimat yang dibuat oleh siswa benar, hanya ada satu atau dua saja yang salah.

Peneliti : bagaimana dengan kegiatan pembuatan mind mappingnya bu?

Kemarin pada cycle pertama kan kegiatan ini dianggap gagal karena ada beberapa siswa yang kesulitan mencari kata kata yang berhubungan dengan topic mengarangnya?

Guru : tapi di cycle kedua ini saya tidak menemukan hal itu lagi mas,sepertinya mereka terbantu dengan kamusnya itu mas.

Peneliti : lalu bagaimana dengan kegiatan membuat teks recount berdasarkan mind mapping yang di buat apa siswa bu, apakah menurut ibu kegiatan ini juga berhasil tuk membantu siswa dalam memperbaiki tulisan mereka?

Guru : Iya mas, itu cukup membantu mereka. Tadi saya lihat sebagian besar siswa membuat kalimat dengan benar, walau ada juga yang masih membuat kesalahan tapi ga papa mas yang penting mereka sudah mau mencoba.

Peneliti : pertanyaan terakhir bu, bagaimana menurut ibu hasil secara keseluruhan tentang action yang saya terapkan pada cycle kedua ini?

Guru : action dengan kegiatan kegiatan yang ada dalam cycle kedua tadi saya rasa sudah sangat membantu siswa dalam menulis teks recount.

Semuakegiatan didalamnya dapat membantu siswa lebih mengenal kata katabaru yang mereka temui, jadi sya rasa teknik ini berhasil membantusiswa dalam membuat teks recount mas.

HASIL WAWANCARA DENGAN SISWA SIKLUS I

Interview 4

Hari/ Tanggal :Senin/ 2Desember 2019

Tempat :Depan Ruang Multimedia

Waktu :Pukul 11.15 WIB

- Peneliti : “Selamat siang adik-adik? Bisa mengganggu sebentar?”
- Siswa : “Selamat siang Mas, iya boleh...Ada apa Mas?”
- Peneliti : “Begini Dik...Menurut kalian bagaimana pembelajaran bahasa Inggris selama ini, metode apa yang pernah digunakan dalam pembelajaran?”
- Siswa 1,2,5 : “Pembelajarannya biasa sih Mas, kita lebih sering belajar di kelas, mendengarkan penjelasan dan mengerjakan soal-soal dari LKS gitu”
- Peneliti : “Oh begitu, bagaimana kalau menurut kalian Dik?” (siswa 3,4)
- Siswa 3,4, : “Biasa-biasa aja Mas, kadang ngerjain tugas
- Peneliti : “Oh berarti sering persentasi ya?”
- Siswa 2,5, : “Kadang iya, tapi kadang-kadang cuma buat power point aja”
- Peneliti : “Seneng ga belajar Bahasa Inggris?”
- Siswa : “Seneng mas.” (1,2,3,4,5)
- Peneliti : “Ngebosenin ga?”
- Siswa : “He,he kadang kadang Mas.”
- Peneliti : “Terus selama ini apakah pernah menggunakan metode mindmapping dalam pembelajaran bahasa Inggris?”
- Siswa 1,3,4 : “Belum Mas”
- Siswa 2,5 : “Wah belum pernah Mas”
- Peneliti : “Menurut kalian bagaimana pembelajaran bahasa Inggris setelah pertemuan pertama menggunakan mind mapping ini?”
- Siswa 4,5 : “Wah asyik Mas, dan mudah cara membuatnya ternyata Mas “
- Siswa 1,2,3 : “Iya Mas suka, kata kata yang dulu ga tahu jadi tahu sekarang dan belajarnya kan bareng bareng jadi enak”
- Peneliti : “Menurut kalian bagaimana tentang penggunaan gambar warna di mind mappingnya?”
- Siswa : “Suka mas, tidak membosankan.” (1, 2, 3, 4, 5)
- Peneliti : “Terus menurut kalian, apakah mind mapping bisa membuat kalian lebih mudah untuk langkah awal sebelum mengarang?”
- Siswa 2,5 : “Iya Mas, banyak kata kata baru yang kami dapat”
- Peneliti : “Menurut adik-adik, efek yang dirasakan selama menggunakan mindmapping apa?”

Siswa 4,5 : “Itu Mas, jadi kalo mau ngarang sudah ada bayangannya mau nulisapa.”

Peneliti : “Terus bagaimana dengan membuat kalimat tadi?”

Siswa 1,4,5 : “Wah itu dia Mas, biasanya kami bingung dalam menyusunnya, tapisetelah kami selesai membuat mind mapping, kita enak mengarangnyaMas. Kami sangat terbantu dalam mengembangkan tulisan kami.”

Peneliti : “ Baik, trus secara keseluruhan ada tidak kesulitan dalam pemilihankata katanya? Maksudnya ketika menggambar mind mappingnya?”

Siswa 1, 5 : “ iya Mas, bingung milih kata katanya tapi kita bawa kamus jadi yamudah ngerjainnya”

Siswa 2,3,4 : “ bingung juga sih, bahasa indonesianya kita tau tp bahasa inggrisnyayang ga tau”

Peneliti : “Ok, lalu menurut kalian solusi apa agar kalian bisa lebih paham dalam pembelajaran?”

Siswa 3,5 : “Apa ya Mas..? Oh mungkin dibuat lebih menarik tampilannya Mas”

Siswa 1,2,4 : “ Iya Mas...,dikasih gambar-gambar atau apa gitu Mas biar lebihbagus...hehe...”

Peneliti : “Sip deh...Terimakasih ya Adik adik...”

HASIL WAWANCARA DENGAN SISWA SIKLUS II

Interview 5

Hari/ Tanggal : Kamis/ 12 Desember 2019

Tempat : Ruang kelas

Waktu : Pukul 11.30 WIB

Peneliti : “Selamat siang adik-adik...boleh ikutan ngobrol barengkalian...?”

Siswa : Iya Mas,monggo....Gimana Mas?

Peneliti : Oh ya sudah, kebetulan...hehe. Gini dik...menurut kalian bagaimana pembelajaran bahasa inggris selama beberapa kalipertemuan dengan saya?

Siswa 1,2 : Saya seneng Mas, karna pemebelajarannya menarik dan semakin jelas di mind mappingnya.

Peneliti ::Oh ya...lalu bagaimana kalau menurut kamu (menunjuk siswa 3)?

Siswa 5 : Karena saya suka sekali menggambar jadi sepertinya mindmappingnya itu cocok Mas, bisa diberi warna juga to, jadi ya suka pokoknya Mas.

Siswa 3,4 :”Iya Mas...bener banget tu,,terlebih lagi kita berkelompoknerjainnya jadi lebih mudah mengerjakan mind mappingnya. Mindmappingnya juga mempermudah untuk membuat karangan, karenakata katanya sudah tertata jadi kita tinggal ngarang aja gitu.

Peneliti : “O iya, kalian lebih suka belajar berkelompok kayak tadi ataumending sendirian?”

Siswa 3,4 : “Berkelompok Mas.”

Siswa 1, 2, 5 : “Berkelompok Mas, tapi lain kali biar kita saja yang milih temen kelompoknya.”

Peneliti : “ Alasanya?”

Siswa1,2,3,4,5 : “ Ya kalo ga tau bisa tanya temen to Mas..”

Peneliti : “kita kan sudah belajar membuat mind mapping sebagai langkahawal sebelum mulai menulis, bisa kan mencari kata kata untuk mindmappingnya?

Siswa 2, 3, 4 : "bisa mas, tapi ada yang sulit.”

Siswa 1, 5 : iya bisa ko mas.

Peneliti : “trus bagaimana?” (kepada S 2,3,4)

Siswa 2, 3, 4 : “cari di kamus yang lainnya mas”

Peneliti : “temen temenya bawa kamus semua?”

Siswa 1,2,3,4,5 : “Iya mas.”

Peneliti : “Setelah saya suruh membawa kamus, ada tidak manfaatnya buat

kalian?”

Siswa 1,2,3,4,5 : “Iya, mas. Kita terbantu nyari kata-katanya”

Peneliti : “baik, bagaimana dengan menulis text recountnya?”

Siswa 1, 2 : “Saya suka mas, jadi banyak latihan menulis dalam bahasa inggris juga kan mas”

Siswa 3, 4, 5 : “karena kita tau arti dari kata katanya jadi itu memudahkan ketika mengarangnya mas”

Peneliti : “bagimana kalian tahu arti kata katanya itu?” (3,4,5)

Siswa 3, 4, 5 : “kami tau ketika membuat mind mappingnya mas, dan kadang menulis arti kata kata yang tidak kami ketehui”

Peneliti :”Ok adek-adek....Terimakasih untuk waktunya, senang sekali bisangobrol bersama kalian.....Smoga bisa bertemu lg..CU....

Siswa :”Ok Mas....Terimakasih kmbali...CU...

DOCUMENTATIONS









CURRICULUM VITAE

The name of the researcher is Ifan Mustofa, He was born in Setia Bakti, in April 30, 1995. He is the first child of Mr. Susiman and Mrs. Suharmi. He enrolled his study at Elementary School at Setia Bakti in 2001-2007. Soon after that, he continued to Junior High School at Way Seputih Middle School in 2007-2010. He continued his study to Vocational High School at Purbuliggo in 2010-2013. It was a long journey for him to find out his dream. After graduating from Senior High School, He decided to take a lecture in the English Education Department of IAIN Metro. Hopefully, he can do something best to increase and apply his knowledge wisely.