

**THE USE OF THINKING MAPS TO IMPROVE THE WRITING
SKILL OF GRADE VIII STUDENTS AT SMPN 2 SRANDAKAN
IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

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



By:

Apsari Murbiyani

11202241021

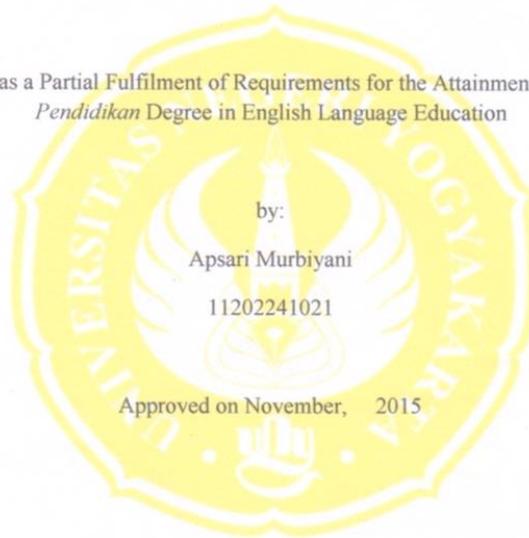
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015**

APPROVAL SHEET

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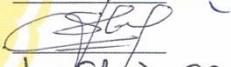
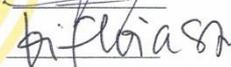
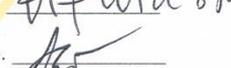
RATIFICATION SHEET

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A Thesis

Accepted by the board of examiners of the Faculty of the Languages and Arts of
Yogyakarta State University on December 2015 and declared to have fulfilled the
requirements for the attainment of Sarjana Pendidikan Degree in English
Language Education

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak mempunyai materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2015

Penulis



Apsari Murbiyani

MOTTOS

Man Jadda Wa Jada

“Whoever strives shall succeed” (An Arabic Proverb)

Surely there is ease after hardship.

(QS. Al Inshirah.6)

If you don't walk today, you will have to run tomorrow.

(Charles Puyol Saforcada)

DEDICATIONS

I sincerely dedicate this thesis to:

My beloved mother and father

(Thank you for always loving me, supporting me, and praying for me.)

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to the Almighty Allah SWT, because of Allah's blessings and miracles, I finally could finish my thesis and my study at Yogyakarta State University.

I would like to express my gratitude to my supervisor and my academic advisor Dr. Agus Widyantoro, M.Pd., who encouraged and guided me during the process of writing my thesis and during my study at Yogyakarta State University.

I am deeply grateful to my beloved parents, Ngatijo and Sartini who always support me, pray for me, and take care of me all the time in my life. I would like to say thank you to my big family too, to my grandfather, aunts, uncles and cousins who also give me their prayer and support.

I would like to address my gratitude to the school principal of SMP Negeri 2 Srandakan, Edi Suryanto, M.Pd. who gave me permission to conduct a research in the school and the English teacher, Fivik Widiasih, M.Pd. who gave assistance, help, and advice during the research. I also thank all the students of class VIII B for being cooperative in being the participants of this research.

A million of thanks also go to my beloved friends, Laras, Wiwik, Aulia, Akhi, A'yunil, Dewi, and Agung, who always lend me a helping hand and make my life more fun and colourful. I also would like to thank all my classmates of class B English Education Department for the warm friendship and priceless memories in these last four years.

I hope that this thesis will be useful for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, corrections, and suggestions will be appreciated.

Yogyakarta, November, 2015

Apsari Murbiyani

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ABSTRACT

This research aims at improving the students' writing skills at Grade VIII of SMP N 2 Srandakan through the use of Thinking Maps in the academic year of 2014/2015.

This research is classified as an action research. It was conducted in two cycles, from May 12th, 2015 to May 26th, 2015 in which each cycle consisted of two meetings. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The subject of the research were 26 students of class VIII B of SMP N 2 Srandakan. The data obtained during the research were in qualitative and quantitative forms. The qualitative data were acquired by interviewing the students and the collaborators, observing the teaching and learning process, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pre-test and post-test as well as from the texts the students made during the implementation of the actions.

The research showed that the use of Thinking Maps was able to improve the students' writing skills. Based on the qualitative data, the students were able to write a draft of writing as required and were also able to write in more detail and well-organized writing. They were also able to use the appropriate vocabulary, the correct grammar and also spelling, punctuation and capitalization in their writing. Besides, the students' attitude towards teaching and learning process was also improved since Thinking Maps also enhance the students' motivation in writing. Based on the quantitative data, the students' mean score improved. In the pre-test, the students' mean score was 11.37. In the post-test, the score increased into 15.71. The gain score of the mean scores from pre-test to post-test was 4.34.

Keywords: writing skills, Thinking Maps

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the language skills that is very important. As stated by Kingston et al (2002: 3), the students' achievement in learning English is only measured by the productive skills, especially the writing performance. Writing is considered as the indicator towards the students' success in learning English. They need good writing ability for their future in developing their career after they graduate from school or college.

Meanwhile, writing is thought as the most difficult language skill and also the most complicated language skill to be learned, compared to other language skills. As stated by Heaton (1994: 7), writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgment. Writing process involves thinking skill, creative skill and some tight rules.

However, students' writing skill was still far from being satisfactory. It could be seen from the learners' writing performances. Most students found it difficult to make a good writing in English. To make a good writing, the students had to fulfill the aspects of writing. However, they lacked those aspects so that it was difficult for students to make a good writing. The students' low writing skill could be seen from the mistakes that the students often made in writing. They often made mistakes in the aspects of writing such as grammar, spelling, vocabulary, text organization, and punctuation.

Moreover, teachers usually did not teach them of how to write in English but they only asked them to write and gave correction after that.

After conducting the teaching practicum (PPL) in SMPN 2 Srandakan. The ability of grade VIII students of SMPN 2 Srandakan in writing could be said as far from being satisfactory. As the example, many students had difficulties in finding, building and developing their own ideas, organizing the ideas to become a well organized written text, finding the appropriate words to express their ideas, and using good grammar, punctuation and capitalization. Moreover, they faced difficulties because of less motivation in writing as they had low interest in learning English. As a result, the students were not capable of developing good paragraphs.

The fact that most students made mistakes in their writing shows us that students' writing skill needed to be improved. To cope with those problems, the researcher proposed the use of Thinking Maps in teaching writing. Thinking Maps are chosen as the technique to improve students' writing skill since writing is not only a product but also a process. Thinking Maps are considered as a language of visual tools grounded in the thinking process (Hyerle, 2011). Thinking Maps work well as they develop a common language for thinking, scaffolding, and understanding. Thinking Maps can be used to facilitate the teacher in monitoring the process of the students' writing activities. Thinking Maps create a common visual language and can be used to organize the students' thoughts to produce effective writing products. Hence, students are able to write based on their blueprint. Thinking Maps also help

the students in generating and classifying the ideas, organizing texts, choosing appropriate vocabularies, using the right grammar, and correct mechanics. Thinking Maps are the effective tool to be used in the teaching learning process. They can be used in many kinds of writing such as descriptive, narrative, recount, and argumentative. Thus, Thinking Map is expected to be able to solve the problems of students' writing ability as it also makes the students more interested in learning writing, helps the students to improve their writing skill and make better achievement in learning writing.

B. Identification of the Problems

Based on the background of the study, the researcher identified some factors that contributed to the students' low performance in writing. Those are classified into three categories. They are the teacher, the students, and the teaching media.

The teacher is the first factor contributing to the students' writing performance. As what has been stated before, in the teaching and learning activities, the teacher usually only asked the students to write without explaining and guiding the process of writing. The teacher only asked the students to write without telling the students how to write. Besides, the activities provided by the teacher did not vary and was less attractive. The teacher rarely combined the activities so that the students were less interested in writing. The activities used by the teacher were mostly taken from the LKS (*Lembar Kerja Siswa*) and the activities seemed to be monotonous and boring.

In addition, the teacher rarely gave the students the writing task. Thus, the students were less practiced in writing a passage.

The second factor contributing to the low students' writing performance is the students. Many students thought that learning English especially in writing English was a difficult thing to do. This mindset led them to have no enthusiasm in studying English. There were many students caught yawning and sleepy during the teaching and learning activities in the class. The students had low motivation in doing the writing activity. Even in doing writing, some students only copied other's work or did copy-paste from the Internet. In addition, the students lacked discussion with friends in pairs. Some of the students were passive in the class and did not actively ask the teacher or their friend about the materials. There were some students who preferred chatting with friends or playing with their belongings when it came to discussion session. Furthermore, they did not pay attention the teacher's explanation.

Moreover, related to the students' performance in writing, there were some aspects the students need to fulfill the requirements such as content, organization, vocabulary, grammar, and mechanics. As what has been discussed previously, in the writing activities, students found difficulties in developing ideas, organizing the text, finding the appropriate words, and using good grammar, punctuation and capitalization.

In developing ideas, some students were confused about the things they wanted to write. It took a long time for them to think about what they

wanted to write. They were also stuck in finding ideas and finally the students made their own text which only consisted of some sentences. Alternatively, some of them only followed their friends' ideas so that they did not have their original ideas.

Then, in organizing the text, some students only wrote their writings in one-step writing. They expressed their ideas without parting the ideas. It seemed that they still did not pay much attention to the text organization. As a result, their writing was not in a good order or arrangement.

Another problem which aroused during the teaching and learning process of writing was the students' limited vocabulary mastery. That limit led the students to have difficulties in translating the language. Thus, they did not write as much as they should because of the limited vocabulary that they knew. In addition, there were only a few dictionaries in the class used by all the students. They took turn in using the dictionary. In addition, when they used the dictionary, they often simply took the word from the dictionary without looking at the context. Consequently, they often used inappropriate words in their writing without realizing that they placed the words in different contexts.

Additionally, in dealing with the mechanics, the students still paid less attention and often made mistakes in using capitalization, punctuation and misspelling the words.

Furthermore, the students also lacked the skill of grammar. They were still confused in using the present tense and the past tense. In writing a recount

text, they still often used the simple present tense instead of using the simple past tense. Moreover, they were also confused in using the past continuous tense. They were also still unfamiliar with regular and irregular verbs in the past tense. Thus, they should check the dictionary for many times to use the appropriate words or to know the meaning of the words.

The last is related to the teaching media. The use of teaching media in the teaching and learning activities is very necessary since it helps the students to improve their motivation in learning English. However, the use of teaching media could not be stated as optimal. The teacher rarely used interesting teaching media in the teaching and learning activities. The teacher only used the LKS as the source of activities. Furthermore, there were only a few dictionaries available in the class. There were only four or five dictionaries used by the whole class. The students took turns in using the dictionaries. Thus, the teaching and learning activities did not run effectively because of that. In addition, the school also lacked facilities such as LCD projectors. There were only a few classes equipped with LCD projectors. Besides, the teacher rarely used the LCD projector since it would take time to operate it.

Considering the problems existing in the teaching and learning of writing, the researcher proposed the use of Thinking Maps to improve students' writing skill.

C. Limitation of the Problems

Conducting research covering things stated previously would be very hard and long work and therefore would not be feasible for the researcher.

Thus, after having discussion with the English teacher, the researcher conducted the research focusing only on the efforts to improve writing skills of VIII grade students of SMPN 2 Srandakan by using Thinking Maps. In order to improve the students' writing skill, Thinking Maps are considered as an effective way to deal with students' low writing skill due to some advantages that it has. Thinking Maps are expected to be able to help the students' problems related to generating ideas, organizing the text, using appropriate vocabularies, grammar, punctuation and capitalization. Other than that, with the use of color and imagination, the students are expected to be interested in the writing activity.

D. Formulation of the Problems

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problem and limitation of the problem, the problem is formulated as follows:

How can the writing skill on Grade VIII students at SMPN 2 Srandakan be improved through the use of Thinking Maps?

E. Objective of the Research

Corresponding to the formulation of the problem, the research objective is aimed at improving the writing skills of the eighth grade students at SMP N 2 Srandakan in the academic year of 2014/2015 through the use of Thinking Maps.

F. Significance of the Research

It is hoped that the findings of this research will give benefits for:

1. The teachers, especially the English teachers in SMPN 2 Srandakan; the findings of this study hopefully can help them to improve the quality of the English teaching and learning process especially in the students' writing skill.
2. Grade VIII students at SMPN 2 Srandakan; this study is expected to give them a way to improve their interest in learning English and improve their writing ability in which using Thinking Maps.
3. English education students of Yogyakarta State University; the findings of this study hopefully becomes one of the reading materials to enrich their reference in writing their thesis related to the topic of writing ability and the use of Thinking Maps to improve writing ability.

CHAPTER II

LITERATURE REVIEW

As stated in the previous section, the aim of this research study is to improve students' writing skills. Therefore, the discussion in this chapter will focus on the theoretical review, review of the relevant studies, and the conceptual framework. In the theoretical review, the researcher presents the theories underlying the study. In the review of relevant studies, the researcher shows a number of related studies taken by other researchers. In the conceptual framework, the researcher relates the theories to the study.

A. Theoretical Review

The theoretical review presents the theories related to the study. It is divided into three parts. The first part discusses about the theory of writing. The second part discusses about the teaching writing. The third part discusses about the Thinking Maps.

1. Writing

This part covers three main topics; they are the definition of writing, the sub-skills of writing, and the process of writing.

a. The Definition of Writing

In the process of language learning, there are four language skills that must be learnt by the students. They are listening, speaking, reading, and writing. Those are then divided into two major skills, receptive skills and productive skills. Receptive skills are the skills needed to understand

the language. Meanwhile, productive skills are skills which enable students to produce language by themselves (Harmer, 2007:265).

Among those four language skills, writing is categorized as one of the productive skills along with speaking. As stated by Spratt et al. (2005:26), writing is a productive skill which communicates a message in the form of letters and symbols. In other words, writing is a way to express one's thoughts and ideas to other people which is presented in the written products.

The other definitions of writing are also stated by some experts variously. Nunan (2003:88) stated that writing can be defined as a means of communication which is commonly used to express and impress. It means that the writers do not merely compose words but they have purposes when composing a writing. Their purposes are neither to communicate their feeling in minds nor to communicate their ideas to the readers.

Another definition was stated by Brown (2001:335) who defined writing as a written product of thinking, drafting, and revising that require specialized skills. It involves skills on how to generate ideas, organize the ideas coherently, put the ideas cohesively into a written text, revise the text for clearer meaning, edit the text for appropriate grammar, and finally produce a final product.

From the explanation above, it can be concluded that writing is a productive skill which is used as a means of communication and has a

purpose to express one's thoughts and ideas to the readers in the form of written products. Moreover, writing is a complex activity that involves stages of steps such as thinking, drafting, and revising before producing a product of writing.

b. The Sub-skills of Writing

According to Brown (2004:221), there are several micro and macro skills to be considered in writing. Those skills can be used to measure the students' writing ability. The followings are the micro and macro-skills of writing:

Micro skills of writing:

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

Macro skills of writing:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the explanation above, it can be concluded that the micro skills of writing tend to focus more on the writing mechanics and the word level, such as cohesive devices and tenses. Meanwhile, the macro skills of writing covers a wider area of writing such as the communicative purpose of a written text, the main idea and the supporting idea of a text, etc. Those micro and macro skills of writing need to be considered in order to make a good writing.

c. The Process of Writing

A writing process can be done through some stages. As suggested by Harmer (2004:4), the stages of a writing process are planning, drafting, editing (revising) and final version. Those stages can then be described as follows:

1. Planning

The planning stage is also known as the pre-writing activity. On this stage, the writers are encouraged and stimulated to start writing. They have to consider the purpose of the writing, the audience, and the content of structure of their writing. This stage is very important since this stage help the writers to generate ideas and collect any information to their writing. There are various activities that can help the students in generating ideas.

2. Drafting

The next stage of writing is drafting. The drafting stage focuses on the fluency of writing and does not pay attention to the

grammatical accuracy or the neatness of the draft of their work. They only focus on the content and the meaning of the writing. As stated by Harmer (2004) drafting is a form of raw of writing which needs to be revised before the final product is completed.

3. Editing (revising)

On the revising stage, the writers read their writing again and recheck to make sure that their ideas have been communicated effectively. The writers have to review not only the content and organization of the ideas but they also have to review if there are still some language errors. Revising can be done based on the feedback given. It can be done many times until the writers think that the writing is better as a writing product.

4. Final Version

The last stage of writing is the final version. On this stage, the writers focus on tidying up their works for the grammar, spelling, punctuation, diction, sentence structure, etc. before turning in the final product of writing.

Harmer (2004) also defined this process of writing as process wheel in which it tends to be a recursive process. The process of writing is not a linear process since the writer can re-plan, re-draft, re-edit after the initial process. The figure of the process wheel presented by Harmer (2004) can be seen below.

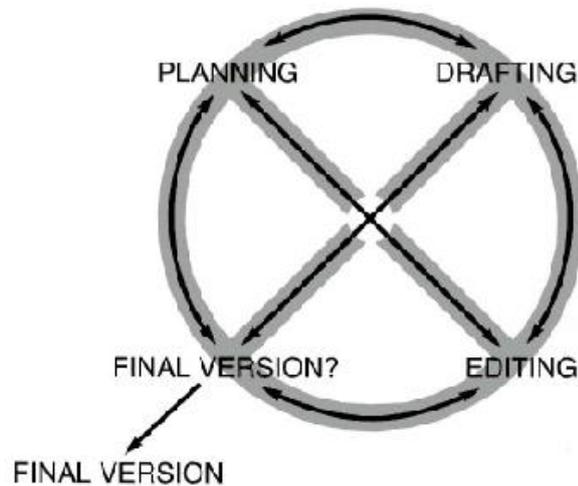


Figure 1: **The figure of the process wheel**

From the explanation above, it can be concluded that writing is a series of process through a number of stages. Those stages in the process of writing is important which help the students to compose the text in their writing.

2. Teaching writing

This part covers two main topics; they are teaching writing in Junior High School and assessing writing.

a. Teaching Writing in Junior High School

Writing is a complicated skill and quite difficult to master for Junior High School learners. It is supported by Brown (2001:91) who stated that teaching English to young learners can be considered the most challenging task since the students tend to have limited knowledge of the target language. However, writing skill is one of language skills which

should be taught to the students. There are some reasons why writing should be taught to the students. They are reinforcement, language development, learning style, and writing as a skill in its own right (Harmer, 1998:79).

1. Reinforcement

Although the learners acquire languages in a purely oral/aural way, the written language is considered to be effective in helping the learners acquire the language. It is considered to be effective to write sentences using new language soon after the learners have studied it.

2. Language Development

The actual process of writing will help the learners to learn the language. The mental activity in writing helps the students by on going learning experience.

3. Learning Style

As each student has a different learning style, writing is appropriate for those who produce language in a slower way.

4. Writing as a skill

Writing is a basic language skill just as important as reading, listening and speaking.

In teaching writing, there are two basic approaches (Nunan, 1999:272). They are product-oriented approach and process-oriented approach. The product-oriented approach emphasizes on the result or the students' final product of writing. The students have to avoid errors in

their writing, as the example is the correctness of grammar. As has been stated by Picas (1982) in Badgar and White (2000), the product-oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices. On the other hand, the process-oriented approach focuses more on the process of how the students develop ideas and formulate the ideas into effective writing. It more concerns on the steps involved in drafting their writing.

Teaching writing for many years concerns more on the final product than the process itself. As stated by Brown (2001:335), a half century ago, the teaching writing is emphasized more on the final product. However, the teacher also needs to give more attention on the writing process since the students will not only concern about what they are going to write but also how to compose a writing text. Therefore, the students will have to focus on the process and the product of their writing.

In teaching writing in the Junior High School, there are several things should be considered. They are the regulation of ministry of education in the form of content standard and the age range of junior high school students.

The curriculum which is used in SMP N 2 Srandakan is based on the School-Based Curriculum (*KTSP*). The standard of competence and the basic competence are developed based on the *KTSP* that is based on Standard of Content released by the Ministry of Education. According to

the regulation by the Ministry of Education, the Standard of Competence and the Basic Competence of English learning at SMP and MTs for grade VIII in the second semester are shown as the following:

Table 1: The Standard of Competence and the Basic Competence of SMP and MTs grade VIII

Standard of competence	Basic competency
<p><i>12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings</i></p>	<p><i>12.1 Expressing the meaning in the form of simple short functional text using various written language accurately, fluently, and acceptable to interact with surroundings</i></p> <p><i>12.2 Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts</i></p>

Another thing which needs to be considered in teaching of writing in junior high schools is the students' age range. As stated by Brown (2001:91), the age range of the junior high school students is between twelve and fifteen that is also called as puberty. This age range is known as teenagers in which this age range is the age of transition between childhood and adulthood. There are some characteristics of teenagers which need to be considered as there are physical and emotional changing. Thus, the teaching writing should also pay attention on the psychological conditions of the students. The teachers have to teach them with the

appropriate learning strategy and techniques to make the teaching of writing more effective.

From on the explanation above, it can be concluded that although writing is quite difficult for junior high school learners, writing still should be taught to the students since it helps the students in acquiring the language. In teaching writing, there should also consider the regulation of the Ministry of Education and the age range of the learners in order to make an effective learning.

b. Assessing Writing

In the teaching and learning process of writing, assessment is needed to measure the students' writing ability. The teacher assess the students' writing by scoring them in a particular scale. There are two types of scoring approaches which are usually used to assess the students' writing, they are holistic scoring and analytic scoring.

1. Holistic scoring

The holistic scoring is the type of scoring which the raters read the whole text and then judge against the rating scale. According to Hughes (2003:94), holistic scoring is a scoring type which involves the assignment of a single score to a piece of writing based on an overall impression. The benefit of using this approach is that it does not need much time to spend. The process scoring can be done quickly.

2. Analytic scoring

The analytic scoring is the type of scoring which the raters assess the writing by a separated score for each of a number of aspects (Hughes, 2003:100). Those aspects are the content, organization, vocabulary, grammar, etc. The benefit of using this approach is that this approach tends to be more reliable as it gives more detailed information about students' writing ability. However, this approach takes more time since it has single score in different aspects.

Based on the explanation above, the researcher decided to use the analytic scoring approach to be implemented in her research since the advantages of providing more detailed information about students' writing ability. It facilitated the researcher in analyzing the aspects in which the students are lack.

3. Thinking Maps

This part discusses four main topics; they are the definition of Thinking Maps, qualities of Thinking Maps, significances of using Thinking Maps, and the use of Thinking Maps in writing,.

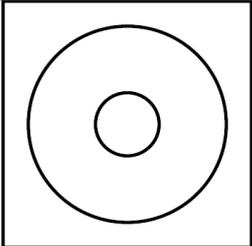
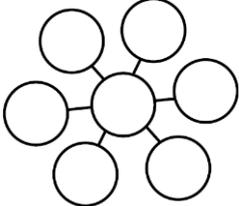
a. Definition of Thinking Maps

Thinking Maps can be defined as a set of eight graphic organizer techniques used in education to provide a common visual language to information structure (Alikhan, 2014). Thinking Maps were first developed by David Hyerle, an American independent researcher, author, and consultant in 1988. According to Hyerle (2000), Thinking Maps are graphic representations of how to organize, analyze, and evaluate what one

reads, writes, or thinks about. The Thinking Maps form a visual language as the representation of our thinking. Thinking Maps are similar to concept maps which are often used for visualizing complex key concept. Concept maps focus on specific details of a concept. Meanwhile, thinking maps organize a broader picture (Gallagher, 2011).

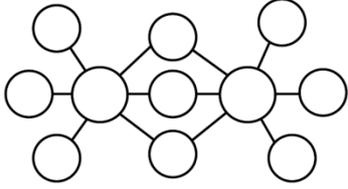
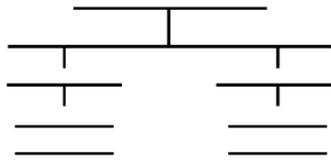
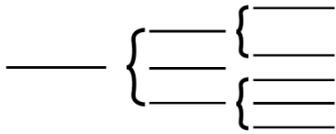
Hyerle (2011) proposed eight types of Thinking Maps. They are: circle, bubble, double bubble, tree, brace, flow, multi-flow, and bridge. Each of them will be explained in the table below.

Table 2: The Eight Types of Thinking Maps

Types of Thinking Maps	Graphic
<p>1. The Circle Map</p> <p>This map enables the students to generate relevant information about topic which is represented in the center of the circle.</p> <p>Usually this map is used for brainstorming.</p>	
<p>2. The Bubble Map</p> <p>This map is used for describing using adjectives. It enables the students to enrich their ability to identify qualities and use descriptive words.</p>	

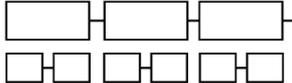
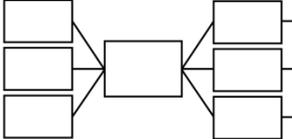
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Types of Thinking Maps	Graphic
<p>3. The Double Bubble Map</p> <p>This map is designed for comparing and contrasting between two different things.</p> <p>It can be used for examining similar and different qualities.</p>	
<p>4. The Tree Map</p> <p>This map enables the students to do both inductive and deductive classification. It is used by the students to classify things and ideas. Students learn to create general concept or main ideas at the top of the tree and the specific details or supporting ideas in the branches below.</p>	
<p>5. The Brace Map</p> <p>This map is designed to analyze the physical objects. It is used to show the component parts of a physical whole. This map supports the students understanding of how to determine physical boundaries.</p>	

(continued ...)

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Types of Thinking Maps	Graphic
<p>6. The Flow Map</p> <p>This map is used for showing sequences, order, timeline, cycles, actions, steps, stages, and directions.</p>	
<p>7. The Multi-Flow Map</p> <p>This map is designed for showing the causes-effects relationship. The centre is an important event. On the left side of the event is the causes while on the right side is the effects.</p>	
<p>8. The Bridge Map</p> <p>This map is used for creating and interpreting analogies.</p>	

From the explanation above, it can be concluded that Thinking Maps are the representation of our thinking in the form of visual language. The eight Thinking Maps highlight the cognitive skills such as defining in context, describing qualities, comparing and contrasting, classifying, part-whole, sequencing, cause and effect, and seeing analogies.

b. Qualities of Thinking Maps

According to Hyerle (2011:10), there are five qualities of Thinking Maps:

1. Consistent

The symbol in each map has a unique but consistent form that visually shows the cognitive skill being defined. As the example, the Flow Map is started with one box and one arrow.

2. Flexible

The cognitive skill and the graphic in each map are flexible in form. The map can grow and be configured in complexity.

3. Developmental

Because of the consistent and flexible graphic, the learners of any age may begin with a blank sheet of paper and expand the map to show their thinking. Even over time, the map can expand to fill a whole page.

4. Integrative

The maps can be used and integrated together. As the example, the Tree Map and Flow Map (Multiple Thinking Maps) can be used during the phases of the writing process. Moreover, the maps can be used deeply within and across content areas.

5. Reflective

The maps unveil what and how one is thinking in patterns. The learner can reflect on the pattern of content.

c. Significances of Using Thinking Maps

There are many advantages of using Thinking Maps in the classroom. One of the advantages is that Thinking Maps are simple to use. Because the graphics of Thinking Maps are flexible and consistent, it makes Thinking Maps simple to use and appropriate for learners of all ages, abilities, and curriculum areas. Thinking Maps are the creation of visual language that is cross-curricular and cross grade-level. Based on the research conducted, it is known that Thinking Maps have an impact at various level of study. At one level, they can be used to develop basic skills in Maths, Reading, Writing, etc. For another level, Thinking Maps helps students in improving higher order thinking skill (HOTS). It is supported by Alikhan (2014:3) who said that Thinking Maps can be used across grade levels, content areas, and disciplines so that students may learn more effectively and efficiently. These maps often help promote reading comprehension, the writing process, problem solving, and thinking skills (Winfield, 2012).

From the explanation above, it can be inferred that Thinking Maps are also particularly good for improving the quality of a learner's writing. It is proven that Thinking Maps are effective in teaching learners how to develop and use a range of thinking process. The quality of students' writing is considered to improve as through the use of Thinking Maps, writing becomes more fluent and organized. Students will be easily

generating ideas as thinking becomes effective and dynamic. Also, through the use of Thinking Maps, the students will become more creative.

In addition, Thinking Maps improves students' motivation and make the students become more confident and more independent learners. It then makes students become more engaged with learning and improve the teaching and learning. Further, it leads the learners' achievement and attainment levels improve.

To conclude, Thinking Maps provide several benefits for the learners such as simple to use and appropriate for learners of all ages, abilities, and curriculum areas, improve the quality of students' writing, and improve students' motivation so that the students become more confident and more independent learners. Therefore, Thinking Maps are going to be used as the effective tool to help the learners in learning writing.

d. The Use of Thinking Maps in writing

Thinking Maps are the visual way to organize writing. In the writing activity, the teacher can use Thinking Maps to connect related concepts and use scaffolding to help students form a writing outline from the map. Scaffolding is used as a cognitive strategy as it can organize related concepts to make the students easier to represent their ideas on paper.

Flow Map is one of the types of the Thinking Maps which can be used as a scaffold. In writing narratives or recount, Flow Map helps to

develop real or imagined events using the effective technique, well-chosen details and well-structured sequences of events. The Flow Map is used for sequencing the stages and sub-stages of an event, identifying the steps in a process, and ordering information (Hyerle & Yeager, 2007). It helps the students to concentrate first on the main ideas and the details.

Moreover, Thinking Maps integrate thinking skills and mapping techniques. Learning by using these strategies helps students develop good writing skills. These techniques also help students become better learners as they extend writing and critical thinking. They can be used for increasing thinking and effective planning. Thinking Maps are visual organizers which help the learners concretize their thinking into writing. Therefore, Thinking Maps are going to be used as the tool to help the learners explore their ideas in writing and organize their writing.

To sum up, Thinking Maps are the effective tool in writing as it scaffolds the learners to represent their ideas into paper. In addition, Thinking Maps also help the learners to explore ideas and organize writing. Therefore, in this study, the researcher used the Flow Map in writing recount text.

B. Relevant studies

Some studies have been conducted to find the use of Thinking Maps to improve students' writing ability. The first study is conducted by Jamal Cooks and Anita Sunseri (2013/2014). The purpose of the study was to see if the learners are able to use strategies in Thinking Maps to express their ideas

more effectively in a more organized composition. This study took eight students in grade 3 through 5 in the South Bay School District in Northern California as the participants. Based on the research, it is found that the overall average of students' writing scores in the areas of ideas and organization increased. It means that these writing strategies (Thinking Maps) can be seen as having positive impact on the students' writing skills.

The other relevant study was a study conducted by Margie Lee Gallagher (2011) entitled "Using Thinking Maps to Facilitate Research Writing in Upper Level Undergraduate Classes". She conducted the research in the Advanced Nutrition and Metabolism course at East Carolina University. The findings showed that the use of Thinking Maps in the advanced nutrition course improved the organization and clarity of writing in the four semesters it was implemented. The students were then able to write in a more concise and deliberate manner.

From the studies above, it can be concluded that Thinking Maps can be regarded as an effective way to improve students' writing ability. Therefore, the researcher decided to investigate the implementation of Thinking Maps in writing recount texts at grade VIII of SMP N 2 Srandakan.

C. Conceptual Framework

Writing is one of the productive skills which is important to be mastered by the English language learners. Writing is very essential since it is considered as the indicator towards the students' success in learning English.

However, the students' writing ability is still far from being satisfactory. Many students find it difficult to make a good writing in English. In the writing activity, they often make mistakes in the aspects of writing such as grammar, spelling, vocabulary, text organization, and punctuation. They also have difficulties in generating and developing ideas.

Their low writing ability is affected by many factors. One of the factors is the technique. Thus, the use of the teaching technique to improve students' writing is needed. One of the teaching techniques that can be used to improve the students' writing ability is Thinking Maps. Thinking Maps are good for some reasons.

Thinking Maps are used as the tool which helps mind to discover or explore the ideas and organize writing. They can be used for increasing thinking and effective planning. By integrating thinking skills and mapping techniques, Thinking Maps help the students in developing good writing product. Thinking Maps can be used as the scaffolding to help the students form a writing outline from the map.

Besides, Thinking Maps make students' attitudes become more positive toward learning. Besides Thinking Maps are simple to use and appropriate for learners of all ages, abilities, and curriculum areas, they also provide attractive visual graphic which makes the students more interested in learning writing. Thinking Maps add energy to the students to think creatively as they make learning become fun. It improves students' motivation in writing since the students will be interested in learning English.

In conclusion, Thinking Maps is potential to be used in writing activities. It can improve students' writing skill in many ways. They help students to discover or explore ideas and organize writing and to be more interested in learning writing.

CHAPTER III

RESEARCH METHOD

In the previous chapter, the theories that support this research have been studied. This chapter discusses how the research was conducted. This chapter consists of the type of the research, the setting of the research, the subjects of the research, the instruments of the research, the data and technique of collecting data, the techniques of data analysis, the validity and reliability, and the procedure of the research. Each of them will be presented as follows.

A. Type of the Research

As what has been mentioned in the introduction, the objective of the research is to improve the students' writing skills through the use of Thinking Maps on the eighth grade students at SMP N 2 Srandakan. Therefore, this study is categorized into classroom action research. Action research is aimed to identify a 'problematic' situation or issue and deliberate way in that situation in order to bring about changes and improvements in practice (Burns, 2010:2).

This classroom action research was conducted collaboratively. It was performed by the researcher with the help of the collaborators. The first collaborator was the researcher's colleague who helped in observing the implementation of the action in the classroom and the second collaborator was the English teacher of the class who helped in interpreting the data. This research involved two cycles in the implementation.

B. Research Setting

1. Place

This research was conducted in VIII B class of SMPN 2 Srandakan. This school is located in Godegan, Srandakan, Bantul, D.I. Yogyakarta. The school has three grades, in which each grade consists of six parallel classes, A to F. Thus, the school has 18 classrooms. Each class consists of 25 students in average.

2. Time

This research was conducted in the second semester of the academic year of 2014/2015. It formally began in the month of January 2015. This research was conducted by considering the school calendar, the English teacher schedule and the syllabus of English lesson which was taught in grade eight. Based on the schedule, the English class was taught twice a week, in which there were two hours for each meeting. It has 40 minutes in each meeting for an hour lesson.

The schedule of the implementation can be seen as follows.

Table 3: **Research schedule**

No.	Day/Date	Time	Material
1.	Tuesday, May 12 th , 2015	08.35-10.10	Recount Text
2.	Tuesday, May 19 th , 2015	08.35-10.10	Recount Text
3.	Saturday, May 23 rd , 2015	08.35-10.10	Recount Text
4.	Tuesday, May 26 th , 2015	08.35-10.10	Recount Text

3. Participants

The main subjects of this research were the students of class VIII B of SMPN 2 Srandakan in the academic year of 2014/2015. There are 26 students in the classroom, consisting of 15 male students and 11 female students.

C. Data Collection

1. Types of the data

The data obtained from the research are in the form of qualitative and quantitative data. Qualitative data were obtained by interviewing the students and the collaborators and observing the English teaching and learning process in the class. The data were in the form of the transcripts of the interview, observation checklist, and photographs. Meanwhile, the quantitative data were obtained from the series of writing tests given to the students during the research. The data were in the form of scores of the tests which were obtained from the pre-test to the post-test.

2. Data Collection technique

As what has been stated before, the qualitative data were obtained through observation and interviews.

a. Classroom observation

The classroom observation was conducted by the researcher before the implementation of the research to get information about the students' and the teacher's behaviours during the English teaching and learning process. In addition, the first collaborator also conducted

classroom observations during the implementation of the research when the researcher replaced the English teacher teaching in the class.

b. Interview

The interview was conducted between the researcher and the students, and the collaborators of this research. The interview was performed to know about the problems that happened in the teaching and learning process, the opinions of the implementation, and the opinions of the progress of the students. In addition, it was done to look for the solution and suggestion for the next action.

On the other hand, the quantitative data were obtained from the pretest, the posttest, and the result of both tests were scored by using writing scoring rubric that included the aspects of content, organization, vocabulary, grammar, and mechanics.

3. The instruments of the data collection

In this research, there were several instruments used by the researcher in documenting the teaching and learning process. They consist of:

a. Interview guidelines

It was used to help the researcher to explore the collaborator's and the students' view point toward the implementation of the research. It enabled the researcher to do the interview in a sequenced order.

b. Observation checklists

It was used to make sure that the researcher did as what has been planned before. In addition, the observation checklist was used to record the students' behaviour and the classroom condition in every meeting during the implementation of the strategy so that it can be used to know the improvements of the students.

c. Writing tests

These writing tests consisted of a pre-test and a post-test. The pre-test was given to the students before the implementation of the action, while the post-test was given after the implementation of the action. They were used to measure the students' progress in writing.

4. The techniques of the data analysis

In this research, the data analysis technique used by the researcher was adapted from Burns (2010: 104-105). The following are the steps of the data analysis technique:

1. Assembling the data

In this step, the researcher collected all the data and then looked for broad patterns that seem to answer the research questions.

2. Coding the data

Based on the broad picture developed, the data were then refined into more specific patterns or categories.

3. Comparing the data

After completing coding the data, the patterns or categories were compared to see whether they say the same thing or not.

4. Building meanings and interpretations

In this step, the data were interpreted through reflecting beyond the immediate surface details to make an explanation about the meanings of the research.

5. Reporting the outcomes

The last step of the analysis was considering how the result of the research would be organized in the presentation.

D. Validity and Reliability

There are five validity criteria that can ensure data validity of this action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns 1999:161).

1. Democratic validity

The research can be said as valid if the research includes the participants to give their opinions, ideas and comments about the implication of the research. It was obtained from the interviews done by the researcher and the participants. The participants included the students and the collaborators of the research. The democratic validity in this research was obtained from the interviews done between the researcher and the participants. The participants share their opinion and their perspective about the implementation of the action.

2. Outcome validity

It is related to the outcomes achieved in the research. Outcome validity is related to the results of the actions. The research could be said as having outcome validity if the research was successful. It means that the outcomes of the research match the intended purposes of the research. The outcome validity in this research deals with the improvements of the writing skill of the students by using Thinking Maps.

3. Process validity

The process validity means that the actions done in the research are believable. During the implementation of the actions, the researcher with the help of the collaborators monitored the teaching and learning process. In addition, there were some evidences to support the data such as photographs and notes.

4. Catalytic validity

The catalytic validity concerns the ability of the research to transform the participants, to deepen the understanding of the participants in order that the participants have better understanding and make changes of the social realities of the context. The catalytic validity of this research was the positive changes after the implementation of the actions.

5. Dialogic validity

The dialogic validity is related to the process of peer reviews in the action research. In this research, the dialogic validity was obtained from the discussion between the researcher and the collaborator about the findings of the research.

To enhance the trustworthiness of the data and to avoid the subjectivity in analyzing them, the researcher used triangulation. Burns (2010:97) proposed four forms of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, the researcher only used the two of them in this research.

1. Time triangulation

Time triangulation means that the data are collected at different points in time. In this research, the data were collected at the beginning, middle, and end of the study. The study was conducted from the month of February until May 2015. During that time, the research was done in two cycles, in which each cycle consisted of two meetings.

2. Researcher triangulation

In this triangulation, the data were collected by more than one researcher. During the implementation of the action, the researcher was accompanied by the collaborators. They were the English teacher and the researcher colleague. The principle that requires more than one researcher is meant to avoid the biased interpretation.

E. Research Procedure

This research followed the action research steps designed by Kemmis and McTaggart in Burns (2010:8). The action research model can be seen below:

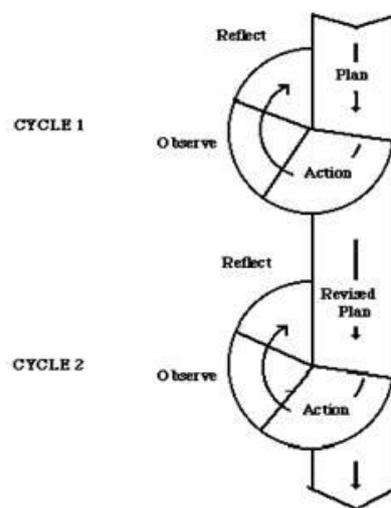


Figure 2: **The steps of action research**

Before implementing the cycles of action research, the researcher did reconnaissance to determine the focus of the study. The researcher did the observation to know about the teaching and learning activities and to determine the problems that occurred. After that, the researcher did the interview to get more information. Based on the observation and the interview, the researcher formulated the problems. The problems were selected by considering the urgency and the feasibility.

1. Planning

After identifying the problems, the researcher made some plans to solve the problems that had been selected before. In this case, the researcher used Thinking Maps to improve the writing skills of grade VIII students at SMP N 2 Srandakan. Then, the researcher with the collaborator prepared the technique, instruments and the materials that would be used in the actions.

2. Action

In this step, the researcher put the plans into action. The actions were implemented in the class after the plans were agreed. The actions were implemented in two cycles in which each cycles consisted of two meetings.

3. Observation

In this step, the implemented action was being observed. During the implementation of the actions, the researcher and the collaborator observed and monitored the teaching and learning activity and took notes about everything that happened in the class.

4. Reflection

The researcher reflected and evaluated the effect of the action. The researcher and the collaborator then discussed the action implemented. If the actions were successful to improve the students writing skill, the researcher would continue to the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the research. There are two main sections in this chapter. The first section describes the reconnaissance process conducted by the researcher. Meanwhile, the second section reports the results of the action research cycles which consist of plans, actions, observation, and reflections. The action research was conducted in two cycles in which there are two meetings in each cycle. This chapter also presents the results of the study in the form of quantitative and qualitative data. The details of the process are presented as follows:

A. Reconnaissance

Before conducting the research, there were several things that the researcher did. First of all, the researcher identified the problems that occurred in the teaching and learning process especially in writing by conducting an observation. After that, the problems were selected to be overcome. Finally, the researcher determined the actions to overcome those problems. Each step is explained below.

1. Identification of the Problems

In identifying the problems of the teaching and learning process of English writing skills on grade VIII of SMP N 2 Srandakan, the researcher conducted several activities to gather the information. First of all, the researcher conducted a preliminary observation to know the teaching and learning process of English at SMP N 2 Srandakan, particularly in class VIII B. Second, the researcher had some

interviews with the English teacher and the students of VIII B in order to get further information about the teaching and learning process, and lastly, the researcher conducted a pre-test to know how far the students' ability in writing is.

The result of the researcher's observation during the preliminary observation can be seen through the vignette below. The vignette describes how the teaching and learning process and classroom activities were conducted by the teacher during the English lesson. The details are presented as follows.

VIGNETTE	
English Lesson at Grade VIII B of SMP N 2 Srandakan (Duration 2x40')	
Day/Date	: Saturday, February 14 th , 2015
Time	: 8.25 a.m. – 10.00 a.m.
Place	: VIII B class of SMP N 2 Srandakan
Activity	: Preliminary Observation
<p>The researcher came to the class together with the English teacher at 8.25 a.m. The researcher sat on the back seat and observed the teaching and learning activities. The English teacher started the class by greeting the students by using classroom English "Good morning, how are you?". Together, the students answer "I'm fine, thank you, and you?". Then the teacher answer "I'm fine too, thank you." then she introduced the researcher to the students in a simple English. After that, the teacher asked one of the students about the previous material which was thought by the teacher; a recount text. The teacher discussed the things related to the recount text such as the goal, parts, and the examples of each parts. The teacher then checked the students' understanding by asking "Any question about recount?" All the students answered "Nooo.".Then the teacher continued by saying "We will discuss a new topic. <i>Dulu sudah dapat</i>, just remind you <i>aja, mengingatkan aja</i>." After that, the teacher explained about Notice, gave examples of notice at several public places such as schools, hospitals, and offices. The teacher also explained to the students the sentence structure of Notice, that are No+Ving and Don't+V1. The teacher gave the students five minutes to take notes things written by the teacher on the white board "<i>Yuk, kalau mau dicatat dulu</i>, I'll give you 5 minutes." . At that time, there were a number of students who were still talking with their friends or playing with their belongings.</p>	

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The teacher also added the explanation about the general aim/goal of Notice, and then asked the students' understanding "*Jelas sampai disitu? Any question?*". The students answered "Nooo." After that, the teacher gave an assignment to the students to make five examples of cautions along with the explanation with their friend in pairs. "*Yuk silakan dengan teman sebangku kalian diskusi, coba bikin 5 cautions, up to you. Bebas, silakan. Syukur di sampingnya ditulis tempatnya dimana, using your own words, sentences, jangan sama dengan yang di papan tulis.*". When the students were doing the assignment from the teacher, there were some students who played in their table or talked with their friends. The bells rang, then the English teacher approached the researcher and talked about the teaching and learning process before she left the class. The researcher stayed in the classroom to have a chat with a number of students about the teaching and learning in the class. After the bells rang, the teacher came to the class and continued the lesson. The teacher asked several students to read aloud their work "What is your cautions, *Rinawan?*". The teacher also gave a correction when there were mistakes in the pronunciation and the sentence structure. After four students were asked to read aloud their work, the teacher asked the students to do the tasks in the LKS "Open your LKS *halaman berapa itu ada notice? 47, ya.*" and then discussed the questions on the LKS. "What does it mean? *Artinya apa? Vehicle itu apa mbak Lastri? Yap, kendaraan. Yuk, Seno mpun dereng?*". During the teaching and learning activities, the researcher saw there were a number of students who paid less attention to the lesson, they leaned their head on the table or talked with their friends. The teacher reprimanded those students and then gave motivation to the students to learn. Before the teacher closed the class, she concluded the material "*Yuk kita simpulkan what we have learnt today.*", asked the students' understanding and gave them assignment to continue doing the tasks in the LKS. The English teacher closed the class by saying "Thank you very much, see you, and *Assalamu'alaikum wr.wb.*".

The vignette above indicates that the teaching and learning process of writing at grade VIII of SMP N 2 Srandakan was not really successful. There were still several problems which could be found during the teaching and learning process. The vignette shows that the learning activities provided by the teacher were monotonous and less attractive. The teacher rarely combined the activities

with other interesting activity or used other media such as using pictures, videos, songs, and power point presentations. The teacher mostly used the activity from the LKS. The following interview transcript shows the proof.

R	: <i>Biasanya Bu Fivik ngasih aktivitas menulis dalam bahasa Inggris kaya gimana sih?</i> (How does Bu Fivik usually give writing activity during English lesson?)
S24	: <i>Jarang sih mbak, jarang suruh nulis teks.</i> (Rarely, miss. She rarely gives a writing activity.)
S10	: <i>Paling cuma ngerjain LKS aja mbak.</i> (She only asks us to do the tasks in LKS, miss.)
R	: <i>Oh gitu ya, makasih ya.</i> (Oh, I see, thank you.)
S10&S24:	<i>Iya mbak sama-sama.</i> (Yes, miss. You're welcome.)
Interview transcript 2	

Meanwhile, the content of the LKS was also not really good as it offered limited tasks of writing. Therefore, the students were less interested in the writing activity. The students did not have any enthusiasm in learning English. That condition could be seen from the vignette which shows that in the classroom, several students were caught playing with their belongings, preferred to chat with their friends, or being passive by laying their head on the table. Those conditions happened as the students were bored with the teaching and learning activity. They paid less attention to the teacher's explanation. The students had low motivation toward the English teaching and learning activity, especially in the writing activity. It was supported by the fact that several students assumed that writing is a difficult skill to learn. The following interview transcript shows the proof:

- R : *Oke, eh, Bu Fivik pernah ngasih tugas nulis bahasa inggris misalnya nulis pengalaman gitu nggak?*
(Okay. Eh, does Bu Fivik ever give writing task like writing recount texts?)
- S25 : *Biasanya ngerjain LKS aja mbak. Kalau suruh nulis gitu jarang.*
(Usually she asks us to do the LKS only, miss. She rarely asks us to write.)
- R : *Hmm, kalau menurutmu, kalau kamu disuruh nulis pengalaman kaya gitu kesulitan nggak, Yu?*
(Hmm, in your opinion, if you are asked to write recount like that, do you find any difficulties?)
- S25 : *Hmm, ya susah sih mbak.*
(Hmm, yes, miss.)
- R : *Susahnya gimana?*
(What is the difficulty?)
- S25 : *Susah nulisnya. Menyusunnya. Membahasa inggriskannya yang susah.*
(Difficult to write, organize, and translate into English.)
- R : *Oke, kalau tenses menurutmu susah nggak Yu? Suka salah-salah nggak?*
(Well, what do you think about tenses? Are they difficult? Do you often make mistakes on that?)
- S25 : *Eggak susah sih, tapi sering salah-salah, hehe.*
(Not so difficult, but, I often make mistakes on that, hehe)
- R : *Hehe oke, thanks ya Yu.*
(Hehe, okay, thanks, Yu.)
- S25 : *Ya, sama-sama, mbak.*
(You're welcome, miss.)

Interview transcript 3

From the interview transcript above, another problem was also found. The English teacher rarely gave the students a writing activity. She mostly asked the students to do the LKS only. It made the students not familiar with the writing activity so that they found it difficult to write. Mostly they found it difficult to organize the text and to translate into English what they had in their mind is. It was caused by the limited vocabulary they have so that they found it difficult to write in English. In addition, from the preliminary observation conducted, the

researcher found that there were only a few dictionaries in the class. There were only three to five dictionaries to be used by the students in the class. Thus, it made the students' writing worse. They did not know the meaning of the words and they had to wait for the dictionary to translate. Because the dictionaries were used by several students, it made the students take turns and queue to use the dictionary. Thus, it took a long time for the students to do their assignment.

These problems got worse when the curriculum implemented in this school was changed in the middle of the year. In the first semester, the school implemented the 2013 curriculum while in the second semester the school implemented the 2006 curriculum. Thus, the students should learn the first semester materials on their own in order that at the end of the semester they could pass the final examination which used the 2006 curriculum. It led to the condition that the students did not learn the material effectively. The following interview transcript shows the proof:

- R : *Oh ya bu', dengar-dengar kurikulumnya sudah ganti lagi ya bu'? sudah tidak pakai k13 lagi nggih?*
(Ma'am, I heard that the curriculum implemented has changed, leaving the 2013 curriculum. Is that right?)
- T : *Iya mbak, sekarang sudah balik ke ktsp lagi. Jadi sekarang ibu' semester 2 ini sambil mengajarkan yang kemarin semester 1 belum dipelajari.*
(That's right. Now we return to 2006 curriculum. So, in this second semester I also teach the first semester's material have not been taught yet.)
- R : *Nah itu bu', saya ganggu nggak bu' kalau mau penelitian disini?*
(Do I disturb you if I conduct research here, Ma'am?)
- T : *Oh, enggak, enggak masalah itu mbak, yang semester 1 ibu' cuma mereview saja, kan sebagian juga sudah diajarkan di kelas 1 dulu. Lagipula masih ada tambahan les sore juga kan. Jadi ibu cuma ngasih soal2 saja ke anak-anak. Nggak apa-apa.*
(Oh, no. It doesn't matter. I only review the first semester since some parts have been taught in the first year. Moreover, there are also additional course in the afternoon. So, I just give them tasks to do. It's ok.)
- R : *Alhamdulillah kalau begitu bu', hehe.*
(Alhamdulillah then, hehe.)

Interview transcript 1

Another problem arose during the preliminary observation was that the students lacked discussion activity. According to the vignette, it can be seen that the students preferred chatting with their friends to having a discussion with them. Even the researcher once found that some of them only copied their friend's work or only did copy-paste from the internet. It shows that the students had no motivation to learn English. They did not enthusiastically learn English, especially in the writing activity.

Based on the preliminary observation, the researcher also found that the students' ability in writing was low. They lacked in the aspects of writing such as the aspects of grammar, vocabulary, organization, and mechanics. Some students

admitted that they found it difficult to write in English, as they did not know how to construct the sentences and use the tenses correctly. They had difficulties in spelling the words, using the past tense, and the sentence structure. It could be seen from the following result of one of the students' pre-test below:

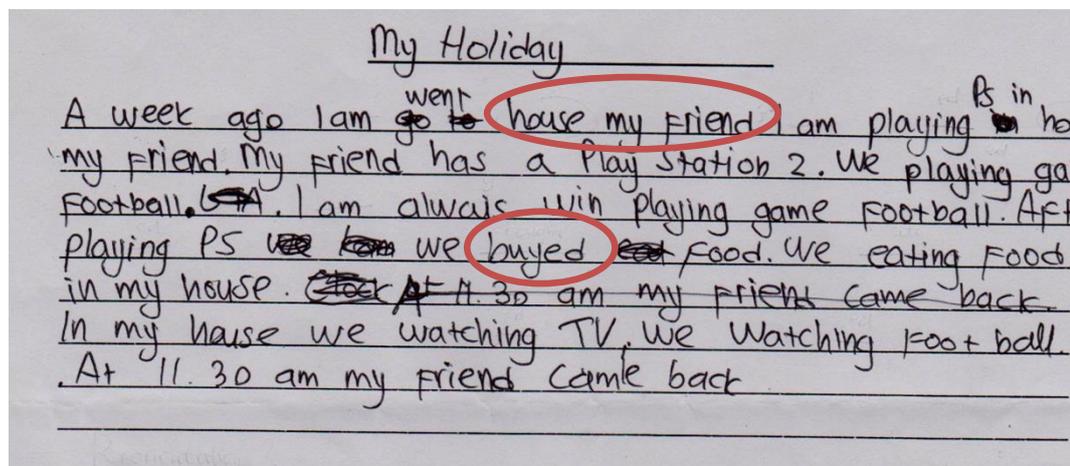


Figure 3: The result of pre-test done by one of the students

From the figure above, it could be said that the students' writing skill was still far from being satisfactory. The students still could not use the tenses well, they were still confused when to use the present tense or the past tense. They also still had difficulties in using the form of noun phrases and regular and irregular verbs. It can be seen from the figure above that the student wrote "in house my friend" instead of "my friend's house", "buyed" instead of "bought", and "leaved" instead of "left".

There were not only two or three students who made that kind of grammatical error, but there were also several students who had a similar

problem. In addition, since the students lacked vocabulary, they even used the inappropriate word choice to express their ideas. They only took the words from the dictionary without looking at the context of the sentence. Thus, it was difficult to understand what they mean. The reader should re-read several times to understand what they mean as the word or phrase which they used has different meaning. As the example, from the result of the pre-test, the research found that there was a student who wrote “advanced” while she meant “continued” and “fast tall” instead of “high speed”.

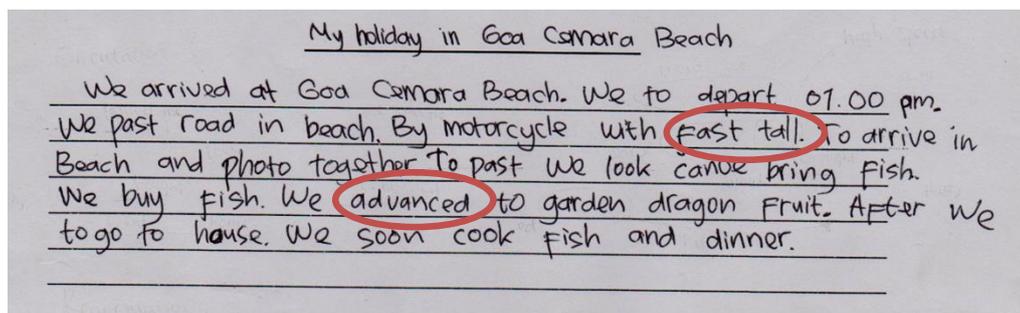


Figure 4: The result of writing pre-test

From the result of the pre-test, the research also found that there were some students who neglected the organization of the text. The students only wrote their ideas without paying attention to the organization of the text. In writing a recount text, some of them forgot to put the orientation or reorientation of the text. They only wrote the sequence of the event of the text. Even in the sequence of the events, some of them still made mistakes in using the conjunctions and time connectives to sequence the events such as then and after that.

In addition, the mechanization aspects of writing also needed to be concerned. The students did not pay much attention to the use of correct

mechanics in writing. They often made mistakes in the capitalization and punctuation. They often put inappropriate comma or full stop or even neglected to put them in their writing. The students also often made mistakes by misspelling the word. For example, they meant to write “many” but they wrote “meny”. Another student also wrote “alwais” instead of “always” and “sleap” instead of “sleep”. It happened not only to one student but also to several students.

Additionally, the students also found difficulties in developing ideas. In the writing activity, some students were confused about the things that they want to write. Sometimes it took a long time to develop their ideas. They were also stuck in developing their ideas and ended creating their writing which only consisted of some sentences. Alternatively, some of them only followed their friends’ ideas. They tended to choose the same topic with their friends and imitated their friends’ work.

From the result of the observation, interview, and the pre-test, the researcher found several problems which occurred during the English teaching and learning process in the classroom. The following table presents the identified problems:

Table 4: The field problems of VIII B class of SMP N 2 Srandakan

No.	Problems	Code*
1.	In the middle of the semester, the curriculum was changed.	LM
2.	The activities provided by the teacher were less attractive.	CA

(continued ...)

(... continued)

No.	Problems	Code*
3.	There were only a few dictionaries in the classroom.	F
4.	The students lacked vocabulary mastery.	S
5.	Several students still lacked grammar.	S
6.	Some students did not have any enthusiasm in studying English.	S
7.	The teacher rarely gave the students writing task.	T
8.	Most students found it difficult to translate the language.	S
9.	Many students still had difficulties in spelling words.	S
10.	Some students still paid less attention to the punctuation and capitalization.	S
11.	The activities used by the teacher did not vary, mostly taken from the LKS.	CA
12.	The students lacked discussion activity with their friends.	CA
13.	Some students were passive in the class.	S
14.	Some students found it difficult to use the regular and irregular verbs.	S
15.	Some students did not have their own ideas; they only followed their friend's ideas.	S
16.	Some students preferred to chatting with friends or playing with their belongings.	S
17.	Some students still had difficulties in using the form of noun phrases.	S
18.	Some students used inappropriate word choice.	S
19.	Some students neglected the organization of the text.	S

Note *

S : Students **CA : Classroom Activities**
T : Teacher **LM : Learning Materials**
F : Facility

2. Selection of the Problems

Based on the preliminary observation, interview, and the pre-test conducted, the researcher found that the students' writing skills were still low. There were several problems found in the writing teaching and learning process in class VIII B. The students had difficulties in generating ideas, organizing the text, using appropriate vocabularies, grammar, spelling, punctuation and capitalization.

In addition, the activities in the class did not vary, were monotonous and less attractive. It caused the students to have low motivation and have bad attitudes towards learning writing.

Considering the limited time, energy, and the feasibility of the problems to solve, it was hard to cover all those problems stated previously. As stated in Chapter I, the researcher only focused on improving the students' writing skills through the use of Thinking Maps. Therefore, the researcher listed the feasible problems to solve. Those problems are presented as follows:

Table 5: The most urgent writing problems in the VIII B class of SMP N 2 Srandakan to be solved

No.	Problems	Code
1.	The activities provided by the teacher were less attractive.	CA
2.	The students lacked vocabulary mastery.	S
3.	Several students still lacked grammar.	S
4.	Some students did not have any enthusiasm in studying English.	S
5.	Many students still had difficulties in spelling the words.	S
6.	Some students still paid less attention to the punctuation and capitalization.	S
7.	The students lacked discussion activity with their friends.	CA
8.	Some students did not have their own ideas; they only followed their friends' ideas.	S
9.	Some students neglected the organization of the text.	S

After determining the field problems which would be solved, the researcher and the collaborators analysed the factors contributing to the problems.

This step was conducted to recognize the obstacles and the weaknesses in relation to the field problems found.

Table 6: Field problems and contributing factors

No.	Field Problems	Factors
1.	The activities provided by the teacher were less attractive.	The teacher only used the activity from the LKS, in which the activities were monotonous and did not vary.
2.	The students lacked vocabulary mastery.	The students lacked vocabulary exposure.
3.	Several students still lacked grammar.	The students had poor knowledge of grammar.
4.	Some students did not have any enthusiasm in studying English.	The students easily got bored in the teaching and learning activity as the activity was monotonous.
5.	Many students still had difficulties in spelling the words.	The students were rarely given writing activities such as making a passage.
6.	Some students still paid less attention to the punctuation and capitalization.	The students were rarely asked to write a passage so that they were rarely given feedback on their work.
7.	The students lacked discussion activity with their friends.	The students were lazy to learn since they were bored. They preferred to chatting with their friends or playing with their own belongings.
8.	Some students did not have their own ideas; they only followed their friends' ideas.	The students had difficulties in generating ideas, in which they had difficulties in visualizing their ideas.
9.	Some students neglected the organization of the text.	The students were rarely given tasks to write or to create a passage.

After the field problems had been identified and analysed, the researcher and collaborators planned some actions in order to solve the field problems. The actions are proposed in the table below:

Table 7: The actions proposed to solve field problems

No.	Field Problems	Factors	Actions
1.	The activities provided by the teacher were less attractive.	The teacher only used the activity from the LKS, in which the activities were only monotonous and did not vary.	<ul style="list-style-type: none"> • Using Thinking Maps and colors as the interesting teaching tools • Providing pair/group work exercises
2.	The students lacked vocabulary.	The students lacked vocabulary exposure.	<ul style="list-style-type: none"> • Providing vocabulary exercises • Using Thinking Maps as a teaching tool • Giving feedback on the students' work
3.	Several students still lacked grammar.	The students had poor knowledge of grammar.	<ul style="list-style-type: none"> • Providing grammar exercises • Using Thinking Maps as a teaching tool • Giving feedback on the students' work
4.	Some students did not have any enthusiasm in studying English.	The students easily got bored in the teaching and learning activity as the activity was monotonous.	<ul style="list-style-type: none"> • Using Thinking Maps and colors as the interesting teaching tools
5.	Many students still had difficulties in spelling words.	The students were rarely given writing activities such as making a passage.	<ul style="list-style-type: none"> • Giving feedback on the students' work

(continued ...)

(... continued)

No.	Field Problems	Factors	Actions
6.	Some students still paid less attention to the punctuation and capitalization.	The students were rarely asked to write a passage so that they were rarely given feedback on their work.	<ul style="list-style-type: none"> • Giving feedback on the students' work
7.	The students lacked discussion activity with their friends.	The students were lazy to learn since they were bored. They preferred to chatting with their friends or playing with their own belongings.	<ul style="list-style-type: none"> • Providing activities which allow the students to have pair/group work
8.	Some students did not have their own ideas; they only followed their friends' ideas.	The students had difficulties in generating ideas, in which they had difficulties in visualizing their ideas.	<ul style="list-style-type: none"> • Using Thinking Maps as a teaching tool to help them in planning their writing
9.	Some students neglected the organization of the text.	The students were rarely given task to write or to create a passage.	<ul style="list-style-type: none"> • Using Thinking Maps as a teaching tool • Providing exercises of making paragraph

Before implementing the actions, the researcher and the collaborators did several preparations and plans to make the actions successful. They were:

- a. Developing the Research Instrument
- b. Selecting the materials
- c. Deciding the Teaching and Learning Activities
- d. Making The Course Grid and Lesson Plans.

B. Research Process

This part described the process of the research in the two cycles. Each cycle was in two meetings. The discussions of the report of each cycle are described in the explanation as follows.

1. Report of Cycle 1

The first cycle of the research was held on Tuesday, 12th and 19th May 2015. The description of the planning, the action and observation, and the reflection can be seen below.

a. Planning

In the planning stage, the researcher prepared the lesson plan for two meetings. In the first meeting, the researcher planned to explain about the recount text; the social function, the generic structure, and the language features. Besides, the researcher would also explain the steps in writing; planning, drafting, editing (revising), and producing the final version. The researcher also planned to explain how to use Thinking Maps in writing a recount text. In addition, the researcher prepared some kinds of exercises such as grammar exercises and vocabulary exercises to improve their grammar and vocabulary mastery. Other than that, the researcher also provided the students to have pair/group work activity to help them in learning.

In the next meeting, the researcher planned to recall the students' knowledge on recount texts and Thinking Maps. The researcher also provided feedback on the students' work to show their work that must be

corrected. It could help them in learning and noticing their mistakes. The students were also asked to make their own Thinking Maps before writing their own recount text. The students would be allowed to use colors in their Thinking Maps to increase their interest in learning. Thinking Maps helped them in developing their ideas before writing and also organizing their writing in order to make a good writing.

The researcher would also prepare the observation checklist to get more information on the teaching and learning process. It was given to the collaborator as the observer in the class. Other than that, the researcher also prepared the handout for the students.

b. Action and Observation

In implementing the actions, the researcher acted as the teacher in the class. Meanwhile, the collaborator acted as the observer who observed the teaching and learning process in the class. While observing, the collaborator also had to complete the observation checklist and take notes about anything that happened in the classroom. In addition, the collaborator also took pictures to document the teaching and learning activities. The details of the descriptions of each meeting in Cycle 1 are presented as follows.

1) The First Meeting

The first meeting of Cycle 1 was held on Tuesday 12th May 2015. This meeting focused on explaining the social function, generic structure, and language features of a recount text. The lesson was started with a

greeting and checking the students' attendance. The researcher then distributed the worksheets and showed a recount text entitled "My Mother's Birthday". She also asked the students to read the text. After that, she asked, "What is the text about?" and the students answered "My Mother's Birthday". The teacher then continued to guide the students to identify the social function of the text by asking "Do you know what kind of text it is?". Together, the students answered "Recount text". The researcher then explained the definition and the function of a recount text.

Next, the researcher asked the students to work in pairs doing Task 1. Task 1 consisted of several statements related to the passage. The students should choose whether it is true or false. The students did not find any significant difficulties in doing this task as most of them answered the questions correctly. However, there were still some words that they did not know the meaning. The researcher guided the students to find the meaning together. After some students wrote their answer on the white board, the researcher discussed and corrected the answer together.

The activity continued by reminding the students the parts of a recount text. The researcher explained the generic structure of a recount text. After that, she asked the students to do Task 2. The students had to read again the text and then take a look at the structure. The researcher guided the students to identify the generic structure of the text, which part was the orientation, events, and reorientation. Before moving to the next activity, the researcher asked the students if there was any question. The

students said no and they already got the point. The situation can be seen as follows.

Then, the researcher reviewed the organization or the parts of a recount text. After that, the researcher asked the students to do Task 2, in which the students had to identify the parts of a recount text provided. The researcher asked the students if there was any question related to the material thought by the researcher. Since there was no question and the students seemed to have understood the material, the researcher then continued to the next activity and asked the students to do Task 3.

FN.03

Tuesday, May 11th, 2015

Moving to the next task, the researcher asked the students to do Task 3, in which the students should read and arrange the paragraphs to make a good recount text. In doing this task, the students took a quite long time to find the meaning of some words. Thus, the researcher helped them in finding the meaning together.

After that, the researcher continued to explain the language features of the text. Still using the same passage, the researcher guided the students to identify the language features of a recount text such as the action verbs, conjunctions and time connectives, adverbs and adverbial phrases. The researcher then asked the students to continue doing the next task. In Task 4, the students had to work in pairs to rearrange the jumbled words into a correct sentence. The students did the task until the break time.

After the break time, the researcher checked the students' work together in front of the class. Then, the researcher started to explain the step of writing: planning, drafting, editing (revising), and producing final

version. The researcher also explained the Thinking Maps and also the use of Thinking Maps in the writing process. After that, the researcher continued to ask the students to do Task 5. The students had to work in groups of four to write a draft based on Thinking Maps provided. Before the students did the task, the researcher explained the instruction of the task and how to deal with the Thinking Maps. While the students did the task, the researcher walked around the class to guide and help the students in doing the task. She also noted some of the students' lack in writing based on her observation while monitoring the students. Because the time was up, the researcher asked the students to continue doing the task at home. They should submit their work on the next meeting. The researcher also said that the next meeting they would create their own Thinking Maps, so that the students should prepare for that. Then, she ended the lesson after reviewing what they had learned that day and asked if there was anything unclear.

2) The Second Meeting

The second meeting of Cycle 1 was conducted on Tuesday, 19th May. The researcher started the lesson by greeting the students and checking attendance. Then she asked the homework for the previous meeting. While the students collected their work, she asked the students about what they learned in the previous meeting, such as the general purpose, the generic structure and the language features of a recount text. Then she explained again to remind them about what they had learned

before. In addition, she also explained about the steps in writing and the Thinking Maps as well.

Before moving to the next task, the researcher gave feedback and discussed the students' work in the previous meeting that must be corrected. After that, the researcher continued the activity by asking the students to do the next task. In Task 6, the students had to draw their own Thinking Maps. The researcher then distributed the paper to draw and the coloring markers. While the students thought about what they were going to write, the researcher gave the example of how to do the task, how to express the ideas in Thinking Maps, and how to write a draft based on the Thinking Maps. The students seemed to be interested in doing this task as they enthusiastically drew their Thinking Maps. It can be justified based on the following situation.

The researcher distributed the blank paper to draw, the worksheet, and the coloring markers to the students. Before the students started to do the task, the researcher gave the example in doing the task, in expressing the ideas to the Thinking Maps, and in writing the draft based on the Thinking Maps. The students seemed to be interested and very enthusiastic in doing the task although during that time they asked too much to the researcher to make sure that they did the task correctly.

FN.04
Tuesday, May 19th, 2015

While the students drew their Thinking Maps, the researcher walked around the class to help and guide them. The students did not feel burdened with that task since the class atmosphere was fun. However, in turns, they asked the researcher whether they had drawn the Thinking

Maps correctly or not. Then while walking around the class, the researcher checked the students' work and gave help if they asked for it. She also told the class that Thinking Maps was useful in generating and organizing ideas. It would also be useful in checking their tenses as it made the students easier to check the action verbs that they used.

After the bell rang, the students took a rest and went to the canteen or toilet. Meanwhile, there were some students who stayed in the class to continue drawing their Thinking Maps. The researcher stayed in the classroom to conduct some interviews to the students about what they thought about Thinking Maps. Most of them liked the activity and wanted to do more next time. Even there were some students who brought their food from the canteen to be eaten in the class while continued drawing their Thinking Maps. After the bell rang, the students continued to do the task. The researcher reminded the students about the time and then asked the students who had already finished their drawing to continue to the last task, in which the students had to make a draft of writing based on their Thinking Maps. The researcher also said that the students did not need to draw the Thinking Maps perfectly since the students seemed to be more focus on their Thinking Maps than their writing.



Figure 5: **The students drawing the Thinking Maps**

The students then started to write in a blank sheet of paper what they drew in the Thinking Maps. The researcher kept walking around the class to guide the students. Five minutes before the class ended, the researcher asked the students if they already finished the task. Because some of them could not finish the task, then the researcher offered to the students to submit their work on the next day at the first rest time.

Since the students agreed with that decision, the researcher then reviewed again what they had already learned briefly. When the bell rang, the students who already finished their work submitted their work while the researcher ended the class and said good bye.

c. Reflection

After implementing the action, the researcher and the collaborator reflected on the actions that had been done to evaluate the actions. Overall, based on the observation conducted during the implementation of Cycle 1, the teaching and learning process of writing using Thinking Maps ran well. In the first meeting, the students were asked to make a draft of

writing based on the Thinking Maps provided. From the interviewed with the collaborator, the researcher found that the students still had difficulties in using the tenses. The students still often used present tense instead of past tense in writing recount texts. As the example, the students still often used is/am/are instead of using was/were. The students still also had difficulties in using the conjunction. They often only wrote 'after' while they meant to write 'after that'. Moreover, the students still also did not pay much attention to the use of punctuation. They still often did not put a comma in which they should do.

In the second meeting, the students started to make their own Thinking Maps. Although they asked too much about their Thinking Maps, they did a good job in drawing their own Thinking Maps. They also did a good job in writing their draft based on their Thinking Maps. However, drawing Thinking Maps was quite time-consuming. It took quite a long time to finish their work since the students more focused on drawing the Thinking Maps than writing their draft. They thought that they had to draw it perfectly. Thus, there were some students who still could not finish their work in the right time. There were also some mistakes in their writing but their writing was better than before.

After conducting Cycle 1, there were some improvements on the students' writing. Before the implementation of the actions, the students' writings lacked details. Some of them only wrote in only a few sentences. In addition, some of them also made a not well-organized writing. The

students also made mistakes by choosing inappropriate words to be applied in the sentences. They were also still confused to use the tenses. The verbs that they used were often still in the present tense instead of past tense. Moreover, some of them also made mistakes in spelling the words and using the punctuation.

After the implementation of the actions, the students made improvements in dealing with their ability in writing a recount text itself. They were able to write in more detail and wrote more sentences in their writing. Moreover, their writing was also more well-organized compared to the pre-test. They also started to be able to choose the appropriate words based on the context of their writing. However, the students still made some mistakes in using the tenses and some of them still made mistakes in using the correct punctuation and spelling.

Dealing with the students' attitudes in the class, the researcher found that the students were interested with the teaching and learning activities. They did not get bored or sleepy anymore in the class since they seemed to be enthusiastically learning writing using Thinking Maps. Although they did not know Thinking Maps before, they felt that it was fun to use Thinking Maps as a tool in the writing activity. It can be seen in the interview transcript below.

- R : *Menurut Arni susah nggak buat Thinking Maps?*
(Do you think that it is difficult to use Thinking Maps?)
- S5 : *Eggak sih mbak.*
(No, miss.)
- R : *Membantu nggak dalam menulis?*
(Does it help in writing?)
- S5 : *Membantu sih mbak, jadi nggak bosan hehe.*
(It does help, miss. It makes me not feel bored.)
- R : *Eggak bosannya gimana?*
(Why do you think that it makes you not feel bored?)
- S5 : *Ya kan sambil mikir nulis apa sambil gambar-gambar pake spidol warna-warni, hehe.*
(While we thought about what we are going to write, we could draw using coloring markers.)

Interview transcript 4

- R : *Menurutmu Thinking Maps itu gimana sih Jid?*
(What do you think of Thinking Maps, Jid?)
- S6 : *Bagus sih mbak, cuma jadi lebih lama. Soalnya kan pake gambar-gambar dulu kan. Nah biar gambarnya bagus kan jadi lebih lama.*
(I think it's good. It just takes much time since we have to draw first. The better the drawing the more time needed.)
- R : *Kan yang penting tulisannya, bukan gambarnya.*
(The essential is the draft not the drawing.)
- S6 : *Berarti nggak harus bagus gambarnya?*
(Does it mean that we should not be perfect in drawing?)
- R : *Eggak kok.*
(Nope.)
- S6 : *Oh Yudah kalo gitu, tadi sih kelamaan bikin itunya mbak.*
(Ok then, It took much time for me to draw it, miss.)
- R : *Nggak harus bagus kok. Tapi membantu nggak itu buat nulis?*
(It should not be perfect actually. But does it help using Thinking Maps in writing?)
- S6 : *Membantu sih mbak, jadi lebih gampang mau nulis apa, nyusunnya juga.*
(It does help, miss. It makes me easier to think what to write and how to organize.)

Interview transcript 5

R	: <i>Gimana Titin, menurutmu kalo menulis pake Thinking Maps membantu nggak?</i> (What do you think Titin, does using Thinking Maps in writing help you?)
S24	: <i>Membantu kok mbak, jadi lebih gampang mau nulis apa.</i> (It does help, miss. It becomes easier for me to write.)
R	: <i>Tapi jadi lebih lama nggak nulisnya?</i> (Does it make you take a long time to write?)
S24	: <i>Sebenarnya sih enggak mbak, malah jadi lebih cepat. Biasanya kan nyari ideanya lama, bingung mau nulis apa.</i> (Actually it does not, miss. It makes it faster instead. Usually it takes a long time to generate the ideas, confused what to write.)
R	: <i>Hmm, kalo kamu gimana Lastri?</i> (Hmm, what about you, Lastri?)
S23	: <i>Sama sih mbak. Jadi lebih mudah buat nulis, lebih cepat juga. Nanti kan tinggal nyalin aja.</i> (It is similar with me, miss. It becomes easier for me to write, and also make faster as well. We just have to copy from the Thinking Maps.)
S24	: <i>Terus asik juga mbak, bisa sambil gambar-gambar pake spidol.</i> (It is also fun, miss. We can draw using coloring markers as well.)
R	: <i>Haha oke, kalian udah pernah belum sih sebelumnya pake Thinking Maps kaya gini?</i> (Okay, do you ever use this Thinking Maps before?)
S23&S24	: <i>Belum mbak, baru tau ya ini.</i> (No, miss. We just know it now.)

Interview transcript 6

After conducting Cycle 1, some problems were still found in some aspects of writing. Therefore, the researcher and the collaborator after consulting with the English teacher decided to conduct Cycle 2 to solve those matters.

2. Report of Cycle 2

Similar to the first cycle, the second cycle of the research consisted of two meetings. This cycle was held on Saturday, 23rd May and Tuesday, 26th May

2015. From the reflection of Cycle 1, the researcher found that the students still had problems in their writing which should be improved more. Therefore, the researcher gave more attention to those problems in the second cycle. The description of the planning, the action and observation, and the reflection can be seen below.

a. Planning

In this stage, similar to the previous cycle, the researcher made the lesson plan for two meetings. The researcher would still implement the Thinking Maps in teaching writing to improve the students' writing skills. In the first meeting of the second cycle, the researcher still planned to remind the students about the general purpose, generic structure and the language features of a recount text. The researcher also prepared some exercises for the students to improve their vocabulary, grammar, and other writing aspects. Before asking the students to write, the researcher would also give feedback to the students about their writing in the previous meeting. The teacher would tell the students their mistakes and also gave the correction of their mistakes.

In the second meeting of this cycle, the researcher still would give the students feedback on their previous work. Other than that, the researcher would also remind the students the knowledge of the recount text and the Thinking Maps in order that the students always kept in mind what they had learned. In this meeting, the students would be asked to make their own Thinking Maps and also the draft of their writing again for

the second times. The researcher would still monitor them during this activity. However, the researcher would manage the time so that the students did not waste their time in drawing their Thinking Maps and finished their writing on time.

The researcher would also prepare the observation checklist for the collaborator to get more information from the teaching and learning process. Moreover, the researcher also prepared the handout for the students.

b. Action and Observation

Similar to the first cycle, the second cycle also consisted of two meetings. In conducting this actions, the researcher still acted as the teacher in the class. The collaborator would also act as the observer to observe the teaching and learning activities, fill the observation checklist, take notes, and take pictures to document the teaching and learning activities in the class. The followings are the details of the descriptions of each meeting in Cycle 2.

1) The First Meeting

The first meeting of the second cycle was held on Saturday, 23rd May 2015. The researcher started the lesson by greeting and checking the attendance. The researcher also checked the students' readiness to learn. After the students were ready to learn, the researcher then distributed the handouts to the students. The students were asked to read the passage on the handout entitled "My Holiday" to open this meeting. After that, to

check the students' understanding of the passage, the researcher asked the students to do Task 1. The students had to work in pairs to answer several questions based on the passage. The students were allowed to ask the researcher if they found difficult words and then the researcher would help them by discussing them together in front of the class. The dictionaries also helped them in finding the meaning of difficult words. After the students finished answering the questions, they wrote the answer on the white board and then the researcher checked and gave correction for the answers. Then the researcher reminded the students again about the knowledge of the recount text such as the general purpose, the generic structure, and the language features.

Moving to the next activity, in Task 2, the students were asked to list the verbs that they could find in the passage. To shorten the time, the researcher led the students to write in front of the class on the white board and discussed it together. This activity helped the students to identify the verbs used in the recount text and also learn the tenses used. Then the researcher explained the past tense including the regular and irregular verbs that were usually used in the recount text.

Then, the researcher continued to ask the students to do Task 3, in which the students had to work in pairs to change the verb into the past form. Some students found it difficult since they were unfamiliar with the irregular verbs. The researcher then provided the students the list of

irregular verbs which were also found in the dictionary. It can be justified based on the following situation.

After that, the researcher asked the students to continue doing Task 3, in which the students had to change the verbs into the past form. Some of the students found it difficult to do the task since they were unfamiliar with the irregular verbs. The researcher then showed the students the list of irregular verbs which can also be found in the dictionary. After the students finished doing the task, they then wrote their answer on the white board and the researcher checked and corrected their work.

FN.05
Saturday, May 23rd, 2015

After the students finished the task, they then wrote the answers on the white board. After that, the researcher checked the answer and gave correction on them. This activity made the students familiar with the verbs especially the irregular verbs.

It was supported by the next activity, in Task 4, the students were asked to make sentences using irregular verbs provided. They should find the meaning on the dictionary and then make their own sentences using those verbs. This activity also enriched their vocabulary especially dealing with the irregular verbs. After the students finished their work, they then wrote their sentences in front of the class and the researcher gave feedback and correction to the mistakes they made.

Before continuing to the next task, the researcher asked the students if they had any questions or if they did not understand about the researcher's explanation. As the students answered "no", the lesson was continued by doing task 5, in which the students had to write their draft

based on the Thinking Maps provided. This activity was similar to the first meeting of the first cycle but they had to complete the Thinking Maps first. The Thinking Maps entitled “A Trip to the Safari Park” contained some blank details so that the students had to fill them with their own ideas. In this activity, the researcher reminded the students the tenses used in the recount text while they wrote their draft. The researcher also reminded them the mistakes they made in the previous meeting so that they did not repeat their mistakes. They were also more aware of the time since they could collect their work on time. The researcher then closed the lesson and told the students about the next task for the next meeting.

2) The Second Meeting

The second meeting of this cycle was conducted on Tuesday, 26th May, 2015. As usual, the lesson was started with a greeting and checking the students’ attendance. After checking the students’ readiness, the researcher then continued by reminding them about the previous lesson; the knowledge of the recount text including the general purpose, the generic structure, and the language features of a recount text. She then gave them feedback about their previous work, showed their mistakes and also the correction and the explanation.

Before moving to the next activity, the researcher also reminded the students about the steps of writing and the use of Thinking Maps in writing. As the students had understood about that, the researcher continued to ask the students to do Task 6 and Task 7. The students

already knew what to do about the task. Therefore, when the researcher distributed the blank paper and the coloring markers, the students immediately drew their Thinking Maps entitled “My Weekend” on the paper. The students also remembered that they did not have to draw the Thinking Maps perfectly so that they could manage the time well to draw the Thinking Maps and also write the draft on a piece of paper. The researcher kept walking around the class to monitor the students and also gave help to those who needed help. The researcher also reminded the students about the past tense of the verbs. In this activity, the students were faster in working as their vocabulary had already improved as well. It can be seen from the following situation.

The researcher kept walking around the class to monitor the students’ work and gave help to them. While walking around the class, the researcher took some photographs as the documentation. In doing the task, the students were faster than in the previous meeting; 15 minutes before the bell rang. The researcher asked the students to submit their work on the teacher’s table.

FN.06
Tuesday, May 26th, 2015

About fifteen minutes before the bell rang, the students had already finished their work. The researcher then asked them to collect their work on the teacher’s table. Meanwhile, the researcher reviewed what they had learnt during the observation. Together with the students, the researcher summarized the lesson and ended the class and said good bye. The researcher also told the students to prepare for the post-test on the next meeting.

c. Reflection

After conducting the second cycle, the researcher and the collaborators reflected the actions of the cycle. The reflections were conducted through interviews with the collaborator, the students, and the discussion with the English teacher.

From the data gathered during the implementation of Cycle 2, the researcher found that there was no significant problem in this cycle. The students' mistakes decreased. The students were able to develop the text, organize the text, use the appropriate words, use the correct tenses, and pay attention on the punctuation. They could make a better writing product by using Thinking Maps. Thinking Maps helped them in planning, writing such as generating ideas, organizing ideas, developing writing, and managing the verb used in their writing. The Thinking Maps also improved their behaviour or attitudes towards the teaching and learning since it increased their enthusiasm in learning writing. Thinking Maps made the teaching and learning activities become fun and interesting.

The teaching and learning process in the second cycle showed a better progress than the teaching and learning process in the first cycle. The researcher found there were positive changes in the implementation of the second cycle. The improvement of the students' writing skill was proven by the students' writing which got better and the decrease of the mistakes that they made. The researcher found that the students made improvement on the tenses use; they could use the past tense well

including the regular and irregular verbs. Moreover, the students were also more aware of the spelling and the punctuation of their writing. It was also supported by the improvement of their writing scores. The following interview transcript shows the proof.

R	: <i>Kalo tenses nya gimana, masih suka salah-salah nggak?</i> (How about the tenses? Do you still make mistakes?)
S1	: <i>Enggak juga mbak. Kan sambil bikin Thinking Maps nya bisa sambil di cek udah bener pake verb 2 apa belum.</i> (No, miss. While I drew the Thinking Maps I could check the verb 2.)
Interview transcript 8	

Other than that, in this cycle, the time was manageable. The students were able to finish their work faster and collected their work on time. It was supported by the following interview transcripts.

R	: <i>Sekarang udah bisa bikin teks dengan baik?</i> (Have you been able to make the text well?)
S1	: <i>Mmm ya bisa dibilang sudah mbak.</i> (Mmm it could be said yes, miss.)
R	: <i>Masih suka kurang waktu nggak?</i> (Do you still lack of the time?)
S1	: <i>Enggak mbak. Sekarang sudah bisa tepat waktu selesainya.</i> (No, miss. Now I can finish my work on time.)
Interview transcript 7	

In conclusion, the use of Thinking Maps was successful to improve the students' writing skills. Besides, the students' motivation toward learning writing was also improved.

C. Research Findings

In this part, the qualitative and quantitative data of the findings are discussed in details. The qualitative data are the general findings of each cycle of

the research. Meanwhile, the quantitative data are the exact numbers of the results on the students' work of writing; the pre-test, Cycle 1, Cycle 2, and the post-test. The general findings in each cycle are described as follows.

1. Cycle 1

- a. Dealing with the content, the students were able to develop their writing. They started to get the ideas about what to write and the details of their writing.
- b. Dealing with the organization, the students were able to produce a well organized writing product. They were able to organize their ideas based on the generic structure of the text.
- c. Dealing with the vocabulary, some students were able to use the correct and appropriate words. They started to be able to choose the appropriate words for their writing.
- d. Dealing with the language use, some students were able to use the correct tenses and agreement.
- e. Dealing with the mechanics, the students were able to use the correct spelling, punctuation and capitalization.

2. Cycle II

- a. Dealing with the content, the students were able to develop their writing. They were able to get the ideas about what to write and the details of their writing.
- b. Dealing with the organization, the students were able to produce a well organized writing product. They were able to organize their ideas based on the generic structure of the text.
- c. Dealing with the vocabulary, some students were able to use the correct and appropriate words. They were able to choose the appropriate words for their writing.
- d. Dealing with the language use, the students were able to use the correct tenses and agreement.
- e. Dealing with the mechanics, the students were able to use the correct spelling, punctuation and capitalization.

3. Students' Score

This part presents the discussion of the results of the students' score from the pre-test, Cycle 1, Cycle 2, and the post-test. They are presented to support the qualitative data of the research. The discussion deals with the mean of the students' score of each aspect of writing skills, such as: content, organization, vocabulary, language use, and mechanics. The following tables present the mean score in the five aspects.

Table 8: The students' mean score in the aspect of content

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	2.35	2.85	3.04	3.39

The table above shows that the students' mean score in the aspect of content increased after the implementation of Thinking Maps. The gain score which was acquired from the comparison of the mean scores in the pre-test and the post-test is 1.04.

Table 9: The students' mean score in the aspect of organization

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	2.48	2.87	3.07	3.41

The results of the students' mean score in the aspect of organization presented in the table above also shows the progresses that the students' made after the implementation of the actions. The mean score of the pre-test is 2.48 and the mean score of the post-test is 3.41. Therefore, the students' gain score obtained is 0.93.

Table 10: The students' mean score in the aspect of vocabulary

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	2.13	2.46	2.65	3.02

In the aspect of vocabulary, the students' mean scores also increased. In the pre-test, the students scored 2.13 while in the post-test the students scored 3.02. The students' gain score obtained is 0.89.

Table 11: The students' mean score in the aspect of language use

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	1.9	2.055	1.42	2.79

The students' mean score in the aspect of language use also made an improvement too. In the pre-test, the students mean score is 1.9. Meanwhile, in the post-test, the students' mean score is 2.79. Therefore, the students' gain score obtained is 0.89.

Table 12: The students' mean score in the aspect of mechanics

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mechanics	2.5	2.82	2.94	3.12

The table above presents the progress made by the students in the aspect of mechanics. In the pre-test, the students reached the mean score of 2.5. They made progress by reaching the score of 3.12 in the post-test. The students' gain score is 0.62.

From the discussion above, it could be said that the students made some improvements in the five aspects of writing such as content, organization, vocabulary, language use, and mechanics. The researcher also presents the general findings of the students' scores in the five aspects of writing from the pre-test to the post-test. The scores were obtained from the accumulation of the students' scores in all five aspects. The table is presented as follows.

Table 13: General findings of the students score

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean score	11.37	13.06	14.14	15.71

From the table it can be seen that in the pre-test, the mean score is 11.37 while in the post-test the mean score is 15.71. The gain is 4.34.

D. Discussion

In this section, the researcher provides the analysis of the results of Cycle 1 and Cycle 2 of the research. It is aimed to know whether the use of Thinking Maps can improve the writing skills of grade VIII students of SMP N 2 Srandakan or not.

Before conducting the research, the researcher did a preliminary observation, interview with the English teacher and the students, and a pre-test to get information on the problems occurred in the teaching and learning process in the classroom. After identifying and selecting the problems, the researcher then prepared some plans and actions which were implemented in two cycles.

The first cycle showed that there were some improvements made by the students on their writing. They also continued to make a progress on the second cycle. The students made improvements on the aspects of writing such as content, organization, vocabulary, language use, and mechanics. The students were able to write a draft of writing as required and they were also able to write in more detail and well-organized writing. Other than that, they were also able to choose the correct and appropriate words for their writing. Some students were able to use

the correct grammar and also spelling, punctuation and capitalization in their writing. It was justified by the gain score that they obtained during the research.

Besides, there was also another improvement on the students' attitudes towards teaching and learning process. By using Thinking Maps, the students became more enthusiastically learning writing as it enhanced the students' motivation. The students became more interested to learn writing.

Based on the explanation above, it could be concluded that the use of Thinking Maps can improve the writing skills of VIII B students at SMP N 2 Srandakan. The actions conducted during the research could also improve the students' motivation and interest toward the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, three aspects are presented. They are the conclusions, the implications, and the suggestions. Each point is described as follows:

A. Conclusions

This research was action research. It was implemented to the eighth grade students of SMP N 2 Srandakan. It was held from May 12th, 2015 to May 26th, 2015. The participants involved in the research were the researcher herself, the researcher's colleague as the first collaborator, the English teacher as the second collaborator, and the 26 students of VIII B class in SMP N 2 Srandakan.

The data acquired from the research were in the form of qualitative and quantitative data related to the use of Thinking Maps to improve the students' writing skills of grade VIII students at SMP N 2 Srandakan. Based on the results of the data analyzed in this research, it shows that the use of Thinking Maps was very effective to improve the students' writing skills. It helped the students in the aspects of writing such as the content, organization, vocabulary, language use, and mechanics. Thinking Maps helped the students to explore ideas and to organize their writing.

During the English teaching and learning process, the students' motivation was also increased. Thinking Maps influenced the students' attitudes towards learning. The students were interested in writing because of the attractive visual

graphic on the Thinking Maps. It made the teaching and learning activities become fun. Even the students enthusiastically write the text.

The students' scores obtained from the accumulation from the pre-test, Cycle 1, Cycle 2, and the post-test also shows the proof that Thinking Maps is an effective tool to improve the students' writing skill. By comparing the score in the pre-test and the post-test, the gain score acquired was 4.34. It means that the research was successful in making improvements.

From the facts presented above, it can be concluded that the research taken on the use of Thinking Maps to improve the students' writing skills at grade VIII of SMP N 2 Srandakan was successful.

B. Implications

According to the conclusion which is previously stated, the implementation of Thinking Maps helped the students in the process of writing such as planning and drafting. It helped the students to be able to generate and develop their ideas. Thinking Maps also enabled the students to organize the text. Other than that, it also improved the students' vocabulary mastery, grammar, spelling, punctuation and capitalization. Moreover, Thinking Maps also improved the students' motivation in learning English particularly in the writing activity. It made the teaching and learning activity fun and interesting so that the students enthusiastically learnt. It implicates that Thinking Maps could be used to improve the writing skill of grade VIII students at SMP N 2 Srandakan.

In conclusion, Thinking Maps can be used as an effective tool to improve the students' writing skill.

C. Suggestions

After covering up the conclusions and the implications, several suggestions were proposed to the English teacher, the students, and the next researchers. Those are presented as follows:

1. To the Teacher

To the English teacher, the researcher suggests that it would be better if the English teacher use Thinking Maps in teaching writing as it improves the students' writing skill and also their motivation.

2. To the Students

It is better for the students to have more practices on writing frequently to develop their writing skills. The students can solve their difficulties in learning and writing English by using Thinking Maps. It improves their ability in writing and their motivation and interest toward the teaching and learning process.

3. To the Next Researcher

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results. Other researchers could also use this study as a reference for conducting further research of the relevant topic. They may conduct a research using Thinking Maps in different context.

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APPENDICES

APPENDIX A
FIELD NOTES

No	: FN.01
Hari/Tanggal	: Sabtu, 14 Februari 2015
Jam	: 8.25
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Observasi kelas
Responden, P	: Peneliti
S	: Siswa
	GBI: Guru Bahasa Inggris
<p>P datang ke kelas bersama dengan GBI pukul 8.25. GBI mempersilakan P masuk dan duduk di kursi bagian belakang. P mengamati situasi kelas dan kegiatan belajar mengajar yang dilakukan oleh GBI dan para S. GBI memulai kegiatan dengan menyapa S dan menanyakan kabar dengan menggunakan classroom English (<i>Good morning, how are you?</i>). GBI juga memperkenalkan P kepada S dengan menggunakan bahasa Inggris yang sederhana. Setelah itu, GBI menanyakan salah satu S tentang materi yang terakhir diajarkan oleh GBI, yaitu <i>recount</i>. GBI membahas hal-hal yang berkaitan seputar <i>recount</i> seperti <i>goal</i>, <i>parts</i>, dan contoh dari masing-masing <i>parts</i>. GBI pun mengecek keahaman S. Setelah itu GBI membahas mengenai <i>Notice</i>, memberikan contoh-contoh <i>notice</i> di beberapa <i>public places</i> seperti di <i>school</i>, <i>hospital</i>, dan <i>offices</i>. GBI juga menjelaskan kepada S struktur kalimat dari <i>notice</i>, yaitu <i>No+Ving</i> dan <i>Don't+VI</i>. GBI memberikan waktu 5 menit untuk S mencatat hal-hal yang dituliskan GBI di papan tulis. Dalam kesempatan tersebut masih ada beberapa S yang mengobrol dengan teman sebangkunya atau asyik bermain sendiri. GBI juga menambahkan penjelasan mengenai tujuan dari <i>notice</i> secara umum, kemudian menanyakan keahaman S lagi sebelum memberikan tugas kepada S untuk membuat 5 contoh <i>cautions</i> beserta penjelasannya dengan teman sebangkunya. Ketika mengerjakan tugas dari GBI ada beberapa S yang bermain di mejanya ataupun mengobrol dengan teman lain meja. Bel istirahat berbunyi kemudian GBI menghampiri P dan bercakap-cakap mengenai pembelajaran kepada S sebelum keluar kelas. P tetap berada di dalam kelas untuk bercakap-cakap dengan beberapa S tentang</p>	

pembelajaran di kelas. Setelah bel berbunyi, GBI memasuki kelas dan melanjutkan pelajaran. GBI meminta beberapa S untuk membacakan hasil kerjanya. GBI juga mengoreksi ketika ada salah dalam *pronunciation* siswa dan juga pada struktur kalimat. Setelah meminta 4 orang anak membacakan hasil kerjanya berikut masing-masing penjelasannya, GBI meminta S untuk mengerjakan LKS kemudian membahas satu per satu soal dalam LKS tersebut. Ketika kegiatan belajar mengajar berlangsung, terlihat ada beberapa S yang kurang memperhatikan dengan menyandarkan kepala di meja atau berbicara sendiri dengan temannya. GBI menegur dan memberikan motivasi kepada S untuk belajar. Sebelum menutup kelas, GBI menyimpulkan materi, menanyakan pemahaman S, dan memberikan tugas kepada S untuk melanjutkan mengerjakan LKS.

No	: FN.02
Hari/Tanggal	: Sabtu, 18 April 2015
Jam	: 8.25
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Pre-test
Responden, P	: Peneliti
	S : Siswa
	GBI: Guru Bahasa Inggris
<p>P datang ke kelas bersama dengan GBI pukul 8.25. GBI membuka pelajaran, menyapa S, mengecek kehadiran S kemudian menjelaskan kepada S bahwa jam pertama pelajaran bahasa Inggris akan diambil alih oleh PP untuk melaksanakan pre-test. GBI kemudian menyerahkan kelas kepada P dan meninggalkan ruangan. P kemudian menjelaskan kepada S bahwa mereka akan mengadakan pre-test untuk mengetahui kemampuan menulis S. S diminta menulis sebuah recount text. P menjelaskan sekilas bahwa recount text merupakan teks yang menceritakan kejadian masa lampau. P kemudian membagikan lembar kerja kepada S dan memberikan memberikan topic kepada S untuk menulis. P memberikan waktu 1 jam pelajaran untuk menulis teks. S kemudian menuliskan pengalaman mereka. Beberapa langsung menuliskan namun sebagian besar kebingungan menuangkan ide untuk tulisan mereka. Beberapa S meminta bantuan P untuk menerjemahkan kata-kata ke dalam bahasa Inggris. Karena jumlah kamus yang tidak memadai, para S mengantri untuk menggunakan kamus. Saat waktu hampir habis, P memperingatkan S untuk segera menyelesaikan tulisannya. Beberapa S meminta P untuk memberikan perpanjangan waktu pada jam kedua untuk menyelesaikan tulisan mereka. Melihat sebagian besar S belum menyelesaikan pekerjaannya, ketika GBI datang ke kelas P pun meminta izin untuk menggunakan sebagian jam pelajaran ke 2 untuk menyelesaikan pekerjaan S. GBI mengizinkan dan menunggu. P pun memberikan perpanjangan 20 menit kepada S untuk menyelesaikan pekerjaannya. Setelah waktu perpanjangan selesai, P meminta S mengumpulkan pekerjaannya. P berterimakasih atas kerjasama mereka,</p>	

mengucapkan salam dan mengembalikan kelas kepada GBI.

No	: FN.03
Hari/Tanggal	: Selasa, 11 Mei 2015
Jam	: 8.35
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Tindakan kelas
Responden, P	: Peneliti K : Kolaborator S : Siswa GBI: Guru Bahasa Inggris
<p>P dan K datang ke sekolah bersama dengan K pukul 08.15 dan menemui GBI yang sedang berada di aula SMP N 2 Srandakan. Pukul 08.35 bel berbunyi, P, K dan GBI menuju ruang kelas 8B. Di kelas, GBI memberikan pengarahan kepada siswa untuk melakukan kegiatan belajar mengajar bersama dengan P dengan baik. GBI mempersilakan P untuk mengambil alih kelas sebelum meninggalkan kelas karena ada suatu urusan. K kemudian duduk di bagian belakang kelas, mengambil observation checklist yang sudah dipersiapkan oleh P dan mengeluarkan kamera untuk mendokumentasikan kegiatan. P kemudian membuka kelas dan menyapa S, S menjawab dengan baik. P mengecek kehadiran S kemudian P melanjutkan memberikan lead in kepada S dan menjelaskan bahwa mereka akan belajar tentang recount teks. P membagikan handout kepada S kemudian menunjukkan model dari recount text. S membaca dan mencari kata yang susah kemudian menanyakannya kepada P. P memberikan penjelasan kemudian S menjawab pertanyaan terkait dengan bacaan. Setelah itu, P dan S mendiskusikan jawaban bersama-sama. P menjelaskan fungsi sosial sebuah teks recount kepada S. Kemudian, P meminta S untuk mengerjakan Task 1 secara berpasangan. S mengerjakan dengan baik kemudian menuliskan jawaban di papan tulis. P kemudian membahas dan membetulkan jawaban S. Kemudian, P mengulas kembali bagian-bagian atau organisasi teks sebuah teks recount. Setelah itu P meminta anak mengerjakan Task 2, mengidentifikasi bagian-bagian dari teks recount yang tersedia. Tak lupa, P menanyakan kepada S apakah ada pertanyaan</p>	

terkait dengan hal-hal yang sudah dijelaskan. Karena tidak ada pertanyaan dan S merasa sudah paham, maka P melanjutkan ke aktifitas selanjutnya dan meminta S mengerjakan Task 3. Dalam mengerjakan tugas ini S membutuhkan waktu cukup lama dikarenakan mereka harus mengartikan kata-kata untuk bisa membaca dan menyusun paragraf untuk menjadi sebuah teks recount yang baik. Meskipun demikian, P membantu S dalam mengartikan kata secara bersama-sama. Setelah mendiskusikan jawaban, P melanjutkan dengan memberikan penjelasan tentang ciri kebahasaan sebuah teks recount. Dengan menggunakan teks awal, P membantu S dalam mengidentifikasi ciri kebahasaan dalam teks recount tersebut seperti kata kerja yang digunakan, penghubung, keterangan waktu, dll. S kemudian diminta untuk mengerjakan Task 4 dimana mereka secara berpasangan harus menyusun kata tak beraturan menjadi sebuah kalimat yang benar. S mengerjakan soal latihan sampai istirahat. Selesai istirahat, P melanjutkan mendiskusikan jawaban soal latihan di depan kelas. P kemudian mulai memberikan pengenalan dan penjelasan kepada S tentang langkah-langkah dalam menulis dan juga penggunaan Thinking Maps dalam proses menulis. S terlihat kurang familiar dengan Thinking Maps. P kemudian memberikan kesempatan kepada S untuk menanyakan hal yang kurang dimengerti. Setelah itu, P meminta S untuk membentuk kelompok beranggotakan 4 orang dan mengerjakan Task 5, membuat teks recount berdasarkan Thinking Maps yang sudah disediakan. P menjelaskan instruksi dari soal secara jelas kepada S sehingga S paham akan apa yang harus mereka lakukan, Selama S mengerjakan tugas, P bersama dengan K berkeliling untuk memonitor tiap-tiap kelompok. P menemukan beberapa kelompok sedikit kebingungan dengan tugas. P kembali menjelaskan perintah tugas di depan kelas. Sambil berkeliling kelas, P dan K juga melakukan pengamatan dan mencatat kelemahan S dalam menulis. Dikarenakan bel yang sudah berbunyi dan ada beberapa S belum menyelesaikan tugasnya, maka P meminta S untuk melanjutkan tugas kelompok tersebut di rumah dan dikumpulkan pada hari Selasa yang akan datang. P menutup kelas dan meninggalkan kelas untuk menemui GBI bersama dengan K. GBI menanyakan jalannya KBM dan P memberikan gambaran KBM yang baru saja dilaksanakan. P

dan K memohon pamit dan GBI melanjutkan untuk pergi mengajar ke kelas jam selanjutnya. P dan K meninggalkan sekolah pukul 10.20.

No	: FN.04
Hari/Tanggal	: Selasa, 19 Mei 2015
Jam	: 8.35
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Tindakan kelas
Responden, P	: Peneliti K : Kolaborator S : Siswa GBI: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pukul 8.15 kemudian menunggu pergantian jam di lobi. Sambil menunggu, P dan K mempersiapkan barang-barang yang akan digunakan dalam tindakan kelas. GBI kemudian menghampiri P dan K dan bersama-sama menuju kelas setelah bel berbunyi. Setelah menyapa S, GBI kemudian menyerahkan kelas kepada P dan meninggalkan kelas. K kemudian menuju ke tempat duduk di belakang kelas dan bersiap dengan observation checklist dan kameranya. Sebelum memulai pelajaran, P memulai pelajaran dengan menyapa dan mengecek kehadiran S. Sembari para S mengumpulkan pekerjaan mereka, P mengulas pelajaran pada pertemuan sebelumnya seperti hal-hal yang berkaitan dengan teks recount, proses menulis, dan juga Thinking Maps. P juga memberikan sedikit feedback kepada S tentang pekerjaan S pada pertemuan sebelumnya. Kegiatan kemudian dilanjutkan dengan mengerjakan Task 6 dimana S harus membuat teks recount berdasarkan Thinking Maps yang mereka buat sendiri. P kemudian membagikan kertas untuk menggambar, lembar kerja dan juga spidol berwarna kepada S. Sebelum memulai mengerjakan, P memberikan contoh dalam mengerjakan tugas tersebut, menuangkan ide Thinking Maps, dan juga menulis berdasarkan Thinking Maps. Para S terlihat tertarik dan sangat antusias dalam mengerjakan tugas walaupun selama mengerjakan mereka banyak bertanya kepada P dan K untuk memastikan apakah mereka mengerjakan dengan benar atau tidak. P dan K berkeliling kelas untuk memonitor dan memberikan bantuan kepada S yang membutuhkan bantuan.</p>	

Ketika bel istirahat berbunyi, beberapa S pergi ke kantin untuk membeli makanan dan dimakan sembari melanjutkan mengerjakan pekerjaan mereka. P selalu mengingatkan S akan waktu yang tersisa untuk membuat tulisan. Meskipun demikian, sebagian dari para S cenderung lebih fokus pada Thinking Maps daripada tulisan mereka. Mereka terlalu asik dalam menggambar daripada menulis. 5 menit sebelum bel pergantian jam pelajaran, P menanyakan S apakah pekerjaan mereka telah selesai. Dikarenakan sebagian dari mereka belum dapat menyelesaikan pekerjaan, maka P memberikan kelonggaran kepada S untuk menyelesaikan pekerjaan mereka dan mengumpulkan keesokan harinya, Rabu 20 Mei 2015 saat istirahat pertama. Sebelum menutup kelas, P mereview apa yang telah mereka pelajari secara singkat. Ketika bel berbunyi, S yang telah menyelesaikan pekerjaan mereka mengumpulkan pekerjaan mereka dan P menutup kelas pada pukul 10.10. Keluar dari kelas, P dan K menemui GBI untuk berdiskusi sejenak tentang hasil cycle 1 dan juga tentang rencana pembelajaran pada cycle 2. GBI memberikan masukan-masukan terkait dengan proses pembelajaran para S kepada P dan K.

No	: FN.05
Hari/Tanggal	: Sabtu, 23 Mei 2015
Jam	: 8.35
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Tindakan kelas
Responden, P	: Peneliti K : Kolaborator S : Siswa GBI: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 8.15 dan kemudian menemui GBI. Pukul 8.35, P, K dan GBI bersama-sama ke kelas. Sebelum meninggalkan kelas, GBI menyapa dan mengarahkan S untuk tetap belajar dengan baik bersama dengan P. Setelah K duduk di belakang kelas dan siap dengan observation checklist dan juga kameranya, P kemudian membuka kelas dengan menanyakan kabar S dan mengecek kehadiran S. Tak lupa, P juga menanyakan kesiapan S dalam belajar karena terdapat beberapa S yang masih sibuk dengan pelajaran sebelumnya. P juga mengatakan bahwa mereka masih akan belajar tentang menulis teks recount seperti pertemuan sebelumnya. Setelah S terkondisikan dengan baik, P dan S mereview pertemuan sebelumnya. Kemudian P membagikan handout kepada S dibantu dengan K. S kemudian diminta untuk membaca teks yang ada pada handout dan mengerjakan Task 1, menjawab pertanyaan berdasarkan bacaan untuk mengecek pemahaman S terhadap bacaan. P membantu S jika terdapat kesulitan dalam bacaan dan membahasnya bersama-sama di depan kelas. P juga meminta S untuk membuka kamus apabila terdapat kata-kata sulit dalam bacaan. Setelah selesai mengerjakan, P kemudian meminta S untuk menuliskan jawaban di papan tulis dan membahasnya bersama-sama. Setelah itu, P mengingatkan kembali dan mengulas materi tentang teks recount seperti tujuan umum, susunan, dan ciri kebahasaan dari teks tersebut. Setelah itu, S diminta untuk melanjutkan ke aktifitas selanjutnya, yaitu mengerjakan Task 2 dimana S diminta untuk menuliskan kata kerja yang mereka temukan dalam bacaan yang mereka baca</p>	

tersebut. Untuk mempersingkat waktu, P meminta S untuk langsung menuliskan di papan tulis di depan kelas kemudian membahasnya secara bersama-sama. P juga memberikan penjelasan kepada S tentang kata kerja yang digunakan dalam menulis teks recount dan juga tenses yang digunakan, termasuk regular dan irregular verbs dalam past tense. Setelah itu, P meminta S untuk melanjutkan mengerjakan Task 3 dimana S harus mengubah kata kerja menjadi bentuk lampau. Beberapa S merasa kesulitan dalam mengerjakan tugas dikarenakan kurang familiar dengan irregular verbs. P pun menunjukkan kepada S daftar irregular verbs yang juga terdapat dalam kamus. Setelah menyelesaikan tugas, S kemudian menuliskan jawaban di papan tulis. P mengecek dan membetulkan hasil pekerjaan S. Berlanjut ke aktifitas selanjutnya, dalam Task 4, S diminta untuk membuat kalimat menggunakan irregular verbs yang tersedia. S menggunakan kamus sebagai alat bantu dalam mengartikan kata. Setelah S menyelesaikan pekerjaan mereka, P meminta beberapa S untuk menuliskan pekerjaan mereka di papan tulis di depan kelas. P kemudian memberikan feedback dan mengoreksi kesalahan-kesalahan pada jawaban mereka. P selalu menanyakan apakah ada pertanyaan dan mengecek keahaman S setiap kali usai menjelaskan di depan kelas. Dikarenakan S mengatakan sudah paham, maka P melanjutkan ke Task 5 dimana S diminta untuk membuat draft tulisan berdasarkan Thinking Maps yang tersedia. Seperti pada cycle pertama, namun pada cycle ini S juga diminta untuk melengkapi Thinking Maps dengan ide mereka sendiri. Sembari P berkeliling untuk memonitor pekerjaan S, P juga mengingatkan tenses yang digunakan dalam penulisan teks recount. P juga mengingatkan kembali kesalahan-kesalahan yang dibuat para S pada cycle pertama agar mereka tidak mengulangi kesalahan yang sama. Selain itu, P juga mengingatkan waktu yang tersisa untuk mengerjakan tugas sehingga S dapat mengumpulkan pekerjaan mereka saat itu juga ketika bel berbunyi. P kemudian menutup pelajaran dan mengulas sedikit tentang kegiatan pada pertemuan yang akan datang. Setelah bel berbunyi, P kemudian meninggalkan kelas bersama dengan K.

No	: FN.06
Hari/Tanggal	: Selasa, 26 Mei 2015
Jam	: 8.35
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Tindakan kelas
Responden, P	: Peneliti
	K : Kolaborator
	S : Siswa
	GBI: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pada pukul 8.15 kemudian menemui GBI. Setelah bel berbunyi pada pukul 8.35, P, K, dan GBI menuju ke kelas. Seperti biasa GBI mengantarkan P dan K kemudian kembali ke kantor. Setelah memberikan observation checklist kepada K dan K duduk di paling belakang, P kemudian membuka kelas dengan menyapa dan mengecek kehadiran S. Setelah menanyakan kesiapan S, P kemudian melanjutkan dengan mengingatkan kembali materi tentang teks recount kepada para S. P kemudian memberikan feedback kepada S tentang pekerjaan S sebelumnya. P menunjukkan beberapa kesalahan-kesalahan yang dibuat S serta koreksi dan penjelasannya. P juga mengingatkan kembali tentang proses menulis dan juga Thinking Maps dalam menulis kepada para S. Setelah itu, P melanjutkan ke aktifitas selanjutnya, S diminta untuk mengerjakan Task 6 dan Task 7. Pada pertemuan ini, S sudah memahami perintah dan langsung mengerjakan, sehingga P tidak lagi menjelaskan secara berulang-ulang instruksi pada tugas tersebut kepada para S. P dibantu K dan S membagikan kertas, lembar kerja dan juga spidol berwarna kepada para S. S juga mengingat bahwa mereka tidak perlu membuat Thinking Maps secara sempurna sehingga mereka dapat mengatur waktu untuk membuat Thinking Maps dan juga menulis draft tepat pada waktunya. P tetap berkeliling kelas untuk memonitor S dan juga memberikan bantuan ketika S meminta bantuan. K juga memberikan bantuan kepada S apabila diperlukan. Sambil berkeliling, K juga mengambil beberapa foto untuk dijadikan sebagai dokumentasi. Dalam mengerjakan tugas, S juga terlihat lebih cepat</p>	

dibandingkan pada pertemuan sebelumnya. 15 menit sebelum bel berbunyi, P meminta para S untuk mengumpulkan pekerjaan mereka di atas meja guru. Sambil menunggu para S menyelesaikan pekerjaan mereka dan mengumpulkan di atas meja, P mereview kembali apa yang telah mereka pelajari dan juga mengingatkan S bahwa mereka akan melakukan post-test pada pertemuan selanjutnya. P kemudian menutup kelas ketika bel berbunyi diikuti oleh K dan menemui GBI yang telah menunggu di depan kantor. Setelah berdiskusi sebentar dengan GBI, P dan K kemudian meninggalkan sekolah pada pukul 10.20.

No	: FN.07
Hari/Tanggal	: Sabtu, 30 Mei 2015
Jam	: 8.35
Tempat	: Kelas VIII B SMP N 2 Srandakan
Kegiatan	: Post-test
Responden, P	: Peneliti K : Kolaborator S : Siswa GBI: Guru Bahasa Inggris
<p>P dan K datang ke sekolah pukul 8.15. Kemudian P dan K menemui GBI di kantornya. Seperti biasa, GBI mengantarkan P dan K ke kelas setelah bel berbunyi dan kembali ke kantor setelah menyapa S dan mengatakan kepada S supaya melaksanakan post-test dengan baik. P kemudian mengambil alih kelas, menyapa S, menanyakan kabar dan juga mengecek kehadiran S. P juga menjelaskan kepada S bahwa mereka akan melaksanakan post-test dimana mereka akan membuat tulisan berdasarkan Thinking Maps yang mereka buat. P dibantu dengan K kemudian membagikan kertas, lembar kerja, dan spidol berwarna kepada S. Setelah membacakan instruksi dan tema menulis, S segera bekerja membuat Thinking Maps. Sembari para S membuat Thinking Maps, P mengingatkan S tentang teks recount. P juga sesekali bertanya apakah ada kesulitan berarti yang dihadapi oleh S. Saat bel istirahat, sebagian besar S sudah menyelesaikan Thinking Maps mereka dan mulai menulis draft. Setelah bel istirahat, mereka kembali melanjutkan menulis dan mereka dapat menyelesaikan pekerjaan mereka jauh lebih cepat dari sebelumnya. Sambil menunggu bel, P melakukan interview dengan beberapa S. Setelah membereskan semua peralatan dan mengumpulkan tugas para S, P berterimakasih atas kerjasama S selama proses penelitian berlangsung dan meminta maaf apabila banyak terdapat hal yang kurang berkenan. P kemudian mengembalikan kelas kepada GBI.</p>	

APPENDIX B

INTERVIEW

GUIDELINES &

TRANSCRIPTS

INTERVIEW GUIDELINES

A. BEFORE IMPLEMENTATION

1. FOR THE TEACHER

- a. Menurut ibu, apakah siswa menyukai pelajaran bahasa Inggris khususnya dalam writing?
- b. Menurut ibu, apakah writing skill penting bagi siswa?
- c. Biasanya kegiatan apa saja yang biasa dilakukan siswa ketika pelajaran menulis?
- d. Bagaimana pendapat ibu tentang kemampuan menulis siswa?
- e. Kesulitan apa yang ibu temui dalam proses belajar mengajar siswa terutama ketika mengajarkan menulis?
- f. Pernahkah ibu menggunakan Thinking Maps dalam mengajarkan menulis?

2. FOR THE STUDENTS

- a. Apakah kalian suka pelajaran bahasa Inggris khususnya dalam kegiatan menulis? mengapa?
- b. Menurut kalian writing itu susah apa mudah?
- c. Kesulitan apa yang biasa kalian temui dalam pelajaran menulis?
- d. Biasanya guru memberikan kegiatan apa dalam pelajaran menulis?
- e. Bagaimana pendapat kalian tentang cara mengajar guru?
- f. Apakah guru pernah menggunakan Thinking Maps dalam mengajarkan menulis?

B. AFTER IMPLEMENTATION OF THE ACTIONS

1. FOR THE TEACHER

- a. Bagaimana pendapat ibu tentang penggunaan Thinking Maps dalam mengajarkan menulis?
- b. Bagaimana pendapat ibu tentang aktifitas-aktifitas yang dilakukan dalam mengajarkan menulis kepada siswa?
- c. Menurut ibu apakah ada peningkatan dalam kemampuan menulis siswa?
- d. Bagaimana penyampaian materi yang saya lakukan di kelas?
- e. Kira-kira aspek menulis apa yang masih harus ditingkatkan lagi?
- f. Sebaiknya pada pertemuan selanjutnya seperti apa?

2. FOR THE STUDENTS

- a. Apa saja kesulitan yang kalian temui ketika menulis?
- b. Bagaimana pendapat kalian tentang cara guru menyampaikan materi?
- c. Bagaimana pendapat kalian tentang Thinking Maps?

- d. Apakah penggunaan Thinking Maps membantu kalian dalam menulis?
- e. Menurut kalian, apakah ada peningkatan dalam menulis recount dengan menggunakan Thinking Maps?
- f. Menurut kalian, apakah kekurangan dari penggunaan Thinking Maps?

Interview Transcript 1

Date : Saturday, February 7th, 2015

Place : Lobby of SMP N 2 Srandakan

Interviewee : Fivik Widiasih, M.Pd/English Teacher (ET)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Ibu' assalamu'alaikum.

ET : Wa'alaikumsalam wr. wb. Duduk sana yuk. Gimana? Mau ngersakke nopo?

R : Jadi begini bu', kalau boleh saya ingin mengobrol sebentar dengan ibu terkait dengan kegiatan belajar mengajar di sini untuk penelitian saya.

ET : Oh ya monggo, boleh.

R : Menurut ibu, kemampuan menulis siswa kelas VIII itu gimana sih bu'?

ET : Kalau kemampuan menulis bisa dibilang masih kurang ya mbak. Grammarnya masih banyak yang salah. Vocabularynya juga masih terbatas.

R : Tapi anak-anak suka kan bu' sama pelajaran bahasa Inggris?

ET : Suka kok mbak.

R : Kalau menurut ibu', writing skill itu penting nggak sih bu'?

ET : Oh ya penting, kan yang dipakai buat ujian nantinya reading sama writing mbak.

R : Oh iya bu'. Kalau pengajaran writing sendiri itu gimana bu'?

ET : Ya terintegrasi mbak, kalau menulis *descriptive*, nanti *tenses*nya pakai apa, gitu. Penekanannya pada *tenses* dan *vocab* nya anak mbak.

R : Biasanya anak-anak kerja kelompok apa individu bu'?

ET : Anak-anak kurang dalam diskusinya mbak, jadi mereka lebih sering kerja individu.

R : Kalau mereka disuruh nulis dalam waktu sehari gitu bisa bu'?

ET : Ya bisa mbak, tapi dengan catatan nyatetnya cuma 15 menit saja. Biasanya ibu' memberikan tugas writing buat tugas akhir itu mbak.

R : Oh begitu ya bu'. Kalau ibu pernah menggunakan Thinking Maps dalam writing?

ET : Belum pernah. Ya nanti silakan saja kalau mbak apsari mau pakai itu, monggo.

R : Iya bu'. Kalau buku yang biasanya digunakan ibu apa ya bu'?

ET : Wah ibu biasanya tidak mengacu pada 1 buku mbak, biasanya materi ibu ambil dari macam-macam buku. LKS juga.

R : Oh ya bu', dengar-dengar kurikulumnya sudah ganti lagi ya bu'? sudah tidak pakai k13 lagi nggih?

ET : Iya mbak, sekarang sudah balik ke ktsp lagi. Jadi sekarang ibu' semester 2 ini sambil mengajarkan yang kemarin semester 1 belum dipelajari.

R : Nah itu bu', saya takutnya ganggu ibu' kalau mau penelitian disini.

ET : Oh, enggak, enggak masalah itu mbak, yang semester 1 ibu' cuma mereview saja, kan sebagian juga sudah diajarkan di kelas 1 dulu. Lagipula masih ada tambahan les sore juga kan. Jadi ibu' cuma ngasih soal2 saja ke anak-anak. Nggak apa-apa.

R : Alhamdulillah kalau begitu bu', hehe.

ET : Ya. besok sms lagi saja ya. Begitu? Masih ada yang lain?

R : Saya kira ini saja dulu bu. Terimakasih banyak ya bu', maaf sudah merepotkan ibu'.

ET : Nggak apa-apa mba, sukses buat skripsinya ya. Ibu' mau masuk kelas dulu.

R : Iya bu' *monggo*, aamiin, makasih bu'.

ET : Yaa.

Interview Transcript 2

Date : Saturday, February 14th, 2015

Place : Classroom

Interviewee : Dian Septianingsih (S10)

Titin Kurniawati (S24)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Eh, Dian, mbak mau nanya-nanya dikit nih.

S10 : Tanya apa mbak?

R : Dian suka bahasa Inggris nggak?

S10 : Suka mbak.

R : Kalo writing, menulis dalam bahasa Inggris, gitu susah nggak?

S10 : Ya lumayan sih mbak.

R : Susahnya dimana?

S10 : Di tenses nya itu mbak sering salah-salah.

R : Hmm kalau kamu gimana, Tin?

S24 : Lumayan juga mbak.

R : Susahnya dimana?

S24 : Paling nyari kata-kata bahasa Inggrisnya mbak.

R : Vocabulary nya ya.

S24 : Iya mbak.
R : Kalau Bu Fivik biasanya ngasih aktivitas menulis dalam bahasa Inggris, writing, kaya gimana sih?
S24 : Jarang sih mbak, jarang suruh nulis teks.
S10 : Paling cuma ngerjain LKS aja mbak.
R : Pernah pakai Thinking Maps nggak?
S10&S24: Belum mbak.
R : Oh gitu ya, makasih ya.
S10&S24: Iya mbak, sama-sama.

Interview Transcript 3

Date : Saturday, February 14th, 2015

Place : Classroom

Interviewee : Wahyu R N (S25)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Wahyu, mbak mau tanya-tanya dong.
S25 : Ya tanya aja mbak.
R : Wahyu suka bahasa Inggris nggak?
S25 : Emm nggak terlalu sih mbak.
R : Kenapa?
S25 : Ya nggak suka aja.
R : Oke deh. eh, Bu Fivik pernah ngasih tugas nulis bahasa Inggris misalnya nulis pengalaman gitu nggak?
S25 : Biasanya ngerjain LKS mbak. Kalau suruh nulis gitu jarang.
R : Hmm, kalau menurutmu, kalau kamu disuruh nulis pengalaman kaya gitu kesulitan nggak Yu?
S25 : Hmm ya susah sih mbak.
R : Susahnya gimana?
S25 : Susahnya ya nulisnya. Menyusun katanya. Membahasa inggriskan yang susah.
R : Oke, kalau tenses menurutmu susah nggak Yu? Suka salah-salah nggak?
S25 : Enggak sih, tapi sering salah-salah, hehe.
R : Hehe oke, thanks ya Yu'.
S25 : Ya sama-sama.

Interview Transcript 4

Date : Tuesday, May 19th, 2015

Place : Classroom

Interviewee : Arni Septi P (S5)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Gimana tadi Arni?
S5 : Gimana gimana mbak?
R : Menurut Arni susah nggak buat Thinking Maps?
S5 : Enggak sih mbak.
R : Membantu nggak dalam menulis?
S5 : Membantu sih mbak, jadi enggak bosan hehe.
R : Enggak bosennya gimana?
S5 : Ya kan sambil mikir nulis apa sambil gambar-gambar pake spidol warna-warni, hehe.
R : Oh gitu ya. Oke.

Interview Transcript 5

Date : Tuesday, May 19th, 2015

Place : Classroom

Interviewee : Ajid Novaldi (S6)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Ajid.
S6 : Iya mbak?
R : Menurutmu Thinking Maps itu gimana sih Jid?
S6 : Bagus sih mbak, cuma jadi lebih lama. Soalnya kan pake gambar-gambar dulu kan. Nah biar gambarnya bagus kan jadi lebih lama.
R : Kan yang penting tulisannya, bukan gambarnya.
S6 : Berarti enggak harus bagus gambarnya?
R : Enggak kok.
S6 : Oh yudah kalo gitu, tadi sih kelamaan bikin itunya mbak.
R : Nggak harus bagus kok. Tapi membantu nggak itu buat nulis?
S6 : Membantu sih mbak, jadi lebih gampang mau nulis apa, nyusunnya juga.
R : Oke deh, sip.

Interview Transcript 6

Date : Tuesday, May 19th, 2015

Place : Classroom

Interviewee : Titin Kurniawati (S24)

Sulastri (S23)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Titin, Lastri, lagi apa?
S24 : Nggak lagi ngapa-ngapa mbak, ngobrol aja.
S23 : Lagi curhat nih mbak.
R : Waduh, ganggu bentar ya.

S24 : Iya mbak.
 R : Gimana Titin, menurutmu kalo menulis pake Thinking Maps membantu nggak?
 S24 : Membantu kok mbak, jadi lebih gampang mau nulis apa.
 R : Tapi jadi lebih lama nggak nulisnya?
 S24 : Sebenarnya sih enggak mbak, malah jadi lebih cepat. Biasanya kan nyari ideanya lama, bingung mau nulis apa.
 R : Hmm, kalo kamu gimana Lastri?
 S23 : Sama sih mbak. Jadi lebih mudah buat nulis, lebih cepat juga. Nanti kan tinggal nyalin aja.
 S24 : Terus asik juga mbak, bisa sambil gambar-gambar pake spidol.
 R : Haha oke, kalian udah pernah belum sih sebelumnya pake Thinking Maps kaya gini?
 S23&S24: Belum mbak, baru tau ya ini.
 R : Oke deh, yaudah dilanjut curhatnya ya.
 S23&S24: Hehe iya mbak.

Interview Transcript 7

Date : Tuesday, May 19th, 2015

Place : Lobby of SMP N 2 Srandakan

Interviewee : Fivik Widiasih, M.Pd/English Teacher (ET)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Permisi, Ibu'.
 ET : Ya mbak, gimana?
 R : Mmm begini ibu', mau minta saran dan pendapat saja, mengenai pengajaran di kelas. Bagaimana, Bu?
 ET : Yasudah bagus kok, lancar. Cuma, mbak apsari itu agak kurang keras kalau berbicara di depan kelas, jadi ya mungkin nanti sedikit ditambah saja volumenya, biar yang belakang juga jelas mendengarnya.
 R : Hehe, ya, Bu'.
 ET : Terus juga, sebenarnya mbak apsari tidak perlu menjelaskan ulang penjelasan tentang Thinking Maps tadi ke setiap meja, nanti capek sendiri. Mending dijelaskan sejelas-jelasnya di depan, kalau ada pertanyaan siswa diminta bertanya saat itu juga, jadi biar yang lain juga dengar, dan tidak mengulang-ulang pertanyaan yang sama, dan mbak apsari tidak perlu mengulang-ulang menjelaskan lagi.
 R : Iya sih, Bu. Tapi kadang ada beberapa anak yang malu atau enggan kalau bertanya saat itu juga, mereka lebih sukanya bertanya pas saya keliling itu, Bu.
 ET : Ya memang ada beberapa anak yang seperti itu, sukanya nanya dibelakang, nggak pede kalau tampil.
 R : Nah iya, Bu. Oh ya, Bu. Kalo Thinking Maps nya gimana menurut ibu'?

ET : Kalau itu juga sudah bagus kok mbak, terlihat anak-anak juga lebih tertarik dan antusias dalam belajar. Mungkin karena sambil menggambar dan mewarnai itu ya mbak, jadi mereka senang.

R : Kalau tulisannya gimana, Bu?

ET : Ya itu tadi mbak, karena mereka senang, jadi mereka bisa membuat tulisan yang lebih bagus.

R : Oh ya, Bu. Kalau di Cycle 2 nanti saya kasih list of verbs gitu gimana, Bu?

ET : List of verb gimana mbak?

R : Itu lho, Bu, yang misal ada V1, V2, V3, terus regular irregular verbs.

ET : Lebih baik jangan mbak, nanti keanehan mereka, cuma tinggal nyontek. Mending dikasih latihan-latihan saja mbak mereka, biar mereka jadi inget juga.

R : Oh gitu ya, Bu.

ET : Iya, mbak.

R : Baik Bu, terimakasih banyak, saya permisi dulu. *Monggo*, Bu Fivik.

ET : Iya mbak, *monggo*.

Interview Transcript 8

Date : Tuesday, May 23rd, 2015

Place : Classroom

Interviewee : Khairunisa Aulia Lutfi/Collaborator (C)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Oke. Mau sedikit tanya-tanya pendapat.

C : Ya?

R : Jadi kemarin setelah Cycle 1, apakah ada kemajuan dalam kemampuan menulis siswa?

C : Ada sih, ya meskipun belum terlalu signifikan, tapi memang terlihat ada kemajuan. Bisa dilihat dari perbandingannya ketika pre-test kemarin.

R : Perbedaannya apa?

C : Perbedaannya kemarin pas pre-test masih banyak yang salah-salah entah itu grammar atau spelling dll. itu, sekarang sudah berkurang. Sekarang juga siswa-siswa menulisnya lebih tertata dari pada kemarin, lebih terorganisir. Menurutku begitu.

R : Baik. Kalau mengenai Thinking Maps nya sendiri bagaimana?

C : Ya terlepas masalah alokasi waktu, tapi anak-anak memang terlihat lebih tertarik dan termotivasi dalam belajar, lebih enjoy dalam menulis karena Thinking Maps itu.

R : Jadi karena termotivasi terus hasil writingnya lebih bagus gitu ya.

C : Iya.

R : Untuk masalah waktu sebaiknya bagaimana?

C : Mungkin lebih baik kalau activitiesnya dikurangi atau diberi batasan waktu ketika siswa-siswa mengerjakan tasks.

R : Ok deh, terimakasih.
C : Sama-sama.

Interview Transcript 9

Date : Tuesday, May 26th, 2015

Place : Classroom

Interviewee : Dian Septianingsih (S10)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Hallo Dian.
S10 : Hai mbak.
R : Sekarang udah bisa bikin teks dengan baik?
S10 : Mmm ya bisa dibilang sudah mbak.
R : Masih suka kurang waktu nggak?
S10 : Enggak mbak. Sekarang sudah bisa tepat waktu selesainya.
R : Nah, bagus bagus. Kalo tenses nya gimana, masih suka salah-salah nggak Dian?
S10 : Enggak juga mbak. Kan sambil bikin Thinking Maps nya bisa sambil di cek udah bener pake verb 2 apa belum.
R : Oh iya ya, kalau pake Thinking Maps lebih mudah ngecek nya ya.
S10 : Iya, mbak. Terus juga Thinking Maps itu membuat lebih mudah dan lebih urut untuk menyusun cerita juga.
R : Oke oke. Kalau yang irregular verbs udah paham?
S10 : Udah paham sih mbak, udah hapal beberapa juga. Cuma perlu sering-sering dipake aja, kalo enggak ya lupa lagi nanti.
R : Oke, kalau masalah pengajaran gimana?
S10 : Pengajaran gimana mbak?
R : Pengajaran maksudnya guru nya njelasinnya jelas apa enggak, enak apa enggak, gitu gitu lah.
S10 : Oh maksudnya cara ngajarnya mbak apsari?
R : Iya.
S10 : Enak kok mbak, jelas juga jelasinnya. Tiap saya nemu kesulitan saat pembelajaran, pasti dibantu, kalo nanya, juga pasti dijawab dengan baik. Asik, menyenangkan. Bisa gambar-gambar pake spidol warna-warni juga.
R : Hehehe oke makasih ya Dian.
S10 : Iya mbak, sama-sama.

Interview Transcript 10

Date : Tuesday, May 26th, 2015

Place : Classroom

Interviewee : Zahra Adiba (S26)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Zahra ngobrol bentar ya.

S26 : Iya mbak.

R : Menurut pendapatmu, Thinking Maps itu gimana?

S26 : Bagus kok mbak, bisa membuat menjadi lebih mudah dalam menulis teks recount.

R : Jadi kamu merasa ada peningkatan nih dalam menulis recount dengan menggunakan Thinking Maps?

S26 : Iya mbak, kan Thinking Maps mempermudah untuk menceritakan pengalaman yang dulu.

R : Perbedaan penulisan teks recount mu sebelum dan sesudah pake Thinking Maps apa?

S26 : Mm, perbedaannya dak ada pengalaman yang tidak saya ceritakan.

R : Maksudnya?

S26 : Ya jadi nggak ada yang kelewatan.

R : Oke oke. Kalau kekurangan dari penggunaan Thinking Maps sendiri itu apa menurutmu?

S26 : Mm, mungkin mbuatnya agak lama sih.

R : Hmm oke. Kalau pendapatmu tentang cara mengajar guru gimana?

S26 : Bu Fivik?

R : Buka.

S26 : Oh mbak apsari? Menyenangkan kok mbak.

R : Oke deh, makasih ya.

S26 : Iya mbak, sama-sama.

Interview Transcript 11

Date : Tuesday, May 26th, 2015

Place : Classroom

Interviewee : Rahma Kurniawati (S18)

Interviewer : Apsari Murbiyani/Researcher (R)

R : Rahma ngobrol bentar yuk.

S18 : Iya mbak.

R : Kalau menurut Rahma, Thinking Maps itu gimana?

S18 : Thinking Maps itu bisa membuat lebih paham dan mempermudah dalam membuat suatu cerita mbak.

R : Membuat recount teks maksudnya?

S18 : Iya mbak.

R : Berarti Rahma ada peningkatan dalam menulis recount dengan menggunakan Thinking Maps?

S18 : Ada mbak, jadi lebih mudah itu tadi.

- R : Nah perbedaannya sebelum pakai dan sesudah pakai Thinking Maps apa Rahma?
- S18 : Sebelumnya recount teks yang saya buat kurang memuaskan dan masih acak-acakan gitu. Sekarang lebih tertata.
- R : Oke. Kekurangannya apa?
- S18 : Waktunya mbak, jadi agak lebih lama.
- R : Hmm ya ya ya. Kalau pendapat Rahma tentang cara mengajarnya gimana?
- S18 : Cara mengajarnya asyik, dapat diterima atau mudah dipahami. Tapi kurang keras mbak bicaranya.
- R : Oh gitu ya, hehe. Makasih ya.
- S18 : Sama-sama mbak.

APPENDIX C
COURSE GRID

COURSE GRID

School : SMP N 2 Srandakan

Grade : VIII

Semester : II

Subject : English Language

Standard of Competency:

Expressing meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings

Basic Competency:

Expressing meaning and rhetorical steps of simple short essays using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text

Cycle	Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Media	Time	Sources
I							
Pre-Test							
Meeting I & II	At the end of the	1. Identifying the social	<i>Building Knowledge of the Field</i> <ul style="list-style-type: none"> The teacher asks the students about their interesting 	<ul style="list-style-type: none"> Recount text of My 	<ul style="list-style-type: none"> White board Hand 	4x40 minutes	Mukarto, et al. 2004.

	<p>course, the students are expected to be able to write a recount text accurately, fluently, and appropriately.</p>	<p>function of recount texts</p> <ol style="list-style-type: none"> 2. Identifying the generic structure of recount texts 3. Identifying the language features of recount texts 4. Arranging sentences into a good recount text 5. Writing paragraphs based 	<p>experience about their birthday.</p> <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The students are given a recount text entitled “My Mother’s Birthday” and discuss it. • The teacher explains the social functions, the generic structure and the language features of a recount text. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • The teacher asks the students to read a recount text and mention the purpose of the text. • The students are asked to identify the parts of a recount text. • The students are asked to arrange sentence into correct paragraph. • The students arrange the jumbled words into good sentences. • The students make a recount text based on a Thinking Maps. 	<p>Mother’s Birthday</p> <ul style="list-style-type: none"> • Thinking Maps of My Mother’s Birthday • Social function of a recount text • Generic structure of a recount text • Language features of a recount text 	<p>out</p> <ul style="list-style-type: none"> • Work sheet • Thinking Maps 	<p>(160 minutes)</p>	<p><i>English On Sky SMP Book 1.</i> Jakarta: Erlangga</p> <p>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School Students.</i> Jakarta: Pusat</p>
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		<p>on a Thinking Maps and clues given</p> <p>6. Writing a draft of recount text based on a Thinking Maps</p>	<p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> • Students make a Thinking Maps. • Students make a recount text based on their Thinking Maps. 				<p>Perbukuan, Departemen Pendidikan Nasional</p>
II							
Meeting I&II	<p>At the end of the course, the students are expected to be able to write a recount text</p>	<p>1. Identifying the social function of recount texts</p> <p>2. Identifying the generic structure of recount</p>	<p><i>Building Knowledge of the Text</i></p> <ul style="list-style-type: none"> • The teacher asks the students about recount texts, reminds about its purpose, generic structure, and the language features. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The teacher shows some of the students' works which consist of general past-verb forms. • The teacher explains the past- 	<ul style="list-style-type: none"> • Recount text of My Holiday • Thinking Maps of My Holiday • Social function of a recount text 	<ul style="list-style-type: none"> • White board • Hand out • Work sheet • Thinking Maps 	<p>4x40 minutes (160 minutes)</p>	<p>Mukarto, et al. 2004. <i>English On Sky SMP Book 1</i>. Jakarta: Erlangga</p> <p>Priyana,</p>

	accurately, fluently, and appropriately.	<p>3. Identifying the language features of recount texts</p> <p>4. Arranging sentences into a good recount text</p> <p>5. Writing paragraphs based on a Thinking Maps and clues given</p> <p>6. Writing a draft of recount text based on</p>	<p>tense used in recount text.</p> <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • The students are given a recount text entitled “My Mother’s Birthday” and answer written questions related to the story. • The students study the verb form of the text and list the verb they can find. • The students change the verb form into past form. • The students make their own sentences using irregular verbs provided. • The students complete the Thinking Maps provided and then make a recount text based on it. <p><i>Independent Construction of the Test</i></p> <ul style="list-style-type: none"> • The students make a Thinking Maps. • The students make a recount text based on their Thinking Maps. 	<ul style="list-style-type: none"> • Generic structure of recount text • Language features of a recount text 			<p>Joko. 2008. <i>Scaffolding English for Junior High School Students</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional .</p>
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		a Thinking Maps					
Post- Test							

APPENDIX D

LESSON PLANS

LESSON PLAN

Cycle 1

School : SMP N 2 Srandakan

Subject : English

Grade/Semester : VIII/2

Skill : Writing

Time Allocation : 40x2

Topic : Recount text

A. Standard of Competency

12. Expressing meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings

B. Basic Competency

12.2 Expressing meaning and rhetorical steps of simple short essays using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text

C. The Indicator of Competencies' Achievement

- Students are able to identify the social function of recount texts
- Students are able to identify the generic structure of recount texts
- Students are able to identify the language features of recount texts
- Students are able to arrange sentences into a good recount text
- Students are able to write paragraphs based on a Thinking Maps and clues given
- Students are able to write a draft of recount text based on a Thinking Maps

D. Materials

1. Recount text

Recount text entitled “My Mother’s Birthday”

My Mother’s Birthday

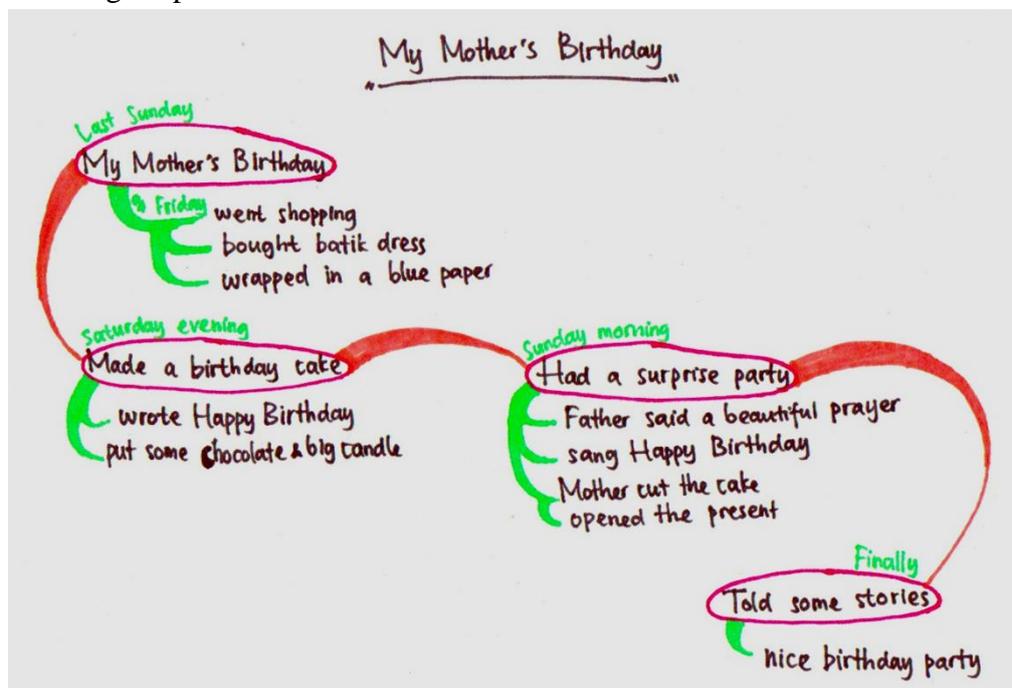
It was my mother’s birthday last Sunday. On Friday, my sister and I went shopping. We found a nice batik dress. We bought it and wrapped it in a blue paper. Blue is my mother’s favorite colour.

On Saturday evening, my brother and I helped our sister in the kitchen. We made a birthday cake. It was a big and beautiful cake. I wrote Happy Birthday on it. We put some chocolate and a big candle on top of it.

On Sunday morning, we had a surprise party. We brought the birthday cake and flowers for my mother. We sat together in our living room. My father said a beautiful prayer. Then, we sang ‘Happy Birthday’ and my mother blew out the candle. She cut the cake and gave it to everybody in that room. She opened her present and she was very happy with the dress.

Finally, my mother told us some stories about herself when she was young. It was a nice birthday party.

Thinking Maps



2. Explanation of the social function, generic structures and language features of recount text

Recount text is a text that tells the reader about one’s past events. It tells ‘what happened’. The purpose of the text is to document a

series of events.

The generic structure of recount text are:

- Orientation
It provides background information needed to understand the text, such as who was involved, what happened, where the events took place, and when it happened.
- Events
It tells what happened and it is usually recounted in a chronological order.
- Reorientation
It consists of optional-closure of events/ending. The writer usually gives personal comments and/or evaluative remarks on the incident/event.

The language features of a recount text are:

- Using nouns and pronouns to identify people, animals, or things involved.
- Using action verbs to refer to events
- Using past tense to locate events in relation to writer's time (Regular verbs: looked, watched, etc. and Irregular verbs: took, put, etc.)
- Using conjunctions and time connectives to sequence the events (First, Next, Then, After that, Finally, etc.)
- Using adverbs and adverbial phrases to indicate place and time (yesterday, a week ago, last, etc.)
- Using adjectives to describe nouns

E. Teaching Method

Genre Based Approach

F. Teaching Procedure

1. Pre-teaching

- The teacher greets the students
- The teacher checks the students' attendance
- The teacher checks the students' readiness
- The teacher mentions the learning objective

2. Whilst teaching

Building Knowledge of the Field

- The teacher asks the students about their interesting experience about their birthday.

Modelling of the Text

- The students are given a recount text entitled “My Mother’s Birthday” and discuss it.
- The teacher explains the social functions, the generic structure and the language features of a recount text.

Joint Construction of the Text

- The teacher asks the students to read a recount text and mention the purpose of the text.
- The students are asked to identify the parts of a recount text.
- The students are asked to arrange sentence into correct paragraph.
- The students arrange the jumbled words into good sentences.
- The students make a recount text based on a Thinking Maps.

Independent Construction of the Text

- Students make a Thinking Maps.
- Students make a recount text based on their Thinking Maps.

3. Post-teaching

- The teacher summarizes and concludes the lesson
- The students reflect their learning
- The teacher previews on the upcoming materials

G. Media

Handout

Thinking Maps

H. The Sources

Mukarto, et al. 2004. *English On Sky SMP Book 1*. Jakarta: Erlangga

Priyana, Joko. 2008. *Scaffolding English for Junior High School Students*.

Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Task 1

Read the text about “My Mother’s Birthday”. Then, in pairs, read the following statements. Are they right or wrong? Correct them if they are wrong.

1. My mother’s birthday was on Sunday. (_____)
2. I went shopping with my brother. (_____)
3. My mother likes blue color. (_____)
4. My father made a big cake. (_____)
5. We put a candle on top of the cake. (_____)
6. We sat in the dining room. (_____)
7. My mother said a prayer. (_____)
8. My mother was happy with her present. (_____)

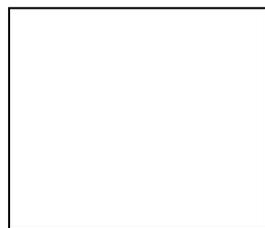
Task 2

Read again the text about “My Mother’s Birthday” and take a look at its structure.

My Mother’s Birthday

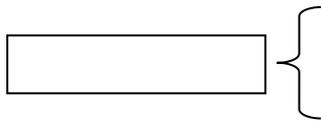


It was my mother’s birthday last Sunday. On Friday, my sister and I went shopping. We found a nice batik dress. We bought it and wrapped it in a blue paper. Blue is my mother’s favorite colour.



On Saturday evening, my brother and I helped our sister in the kitchen. We made a birthday cake. It was a big and beautiful cake. I wrote Happy Birthday on it. We put some chocolate and a big candle on top of it.

On Sunday morning, we had a surprise party. We brought the birthday cake and flowers for my mother. We sat together in our living room. My father said a beautiful prayer. Then, we sang ‘Happy Birthday’ and my mother blew out the candle. She cut the cake and gave it to everybody in that room. She opened his present and she was very happy with the dress.



Finally, my mother told us some stories about herself when she was young. It was a nice birthday party.

Task 3

Read and arrange the paragraphs.

A	Then we dried ourselves with our towels. I changed all my clothes. They were wet.
B	On the hill, we could see a beautiful view. The air was also fresh. Before we went back down the hill, we took some pictures together.
C	It rained all the rest of the day, but we enjoyed ourselves. We played some games in the tent. It was interesting.
D	When we arrived back at the tent, it started to rain. Dad was faster than me. He arrived first.
E	After breakfast we climbed a hill. Poor Dad. I was faster than him. He followed me up the hill.
F	Last week my dad and I went camping. We put our tent up near a hill.
G	In the morning, Dad helped me make breakfast. He fried the eggs and I watched him. The egg was delicious.

Task 4

In pairs, re-arrange those jumbled words into a correct sentence.

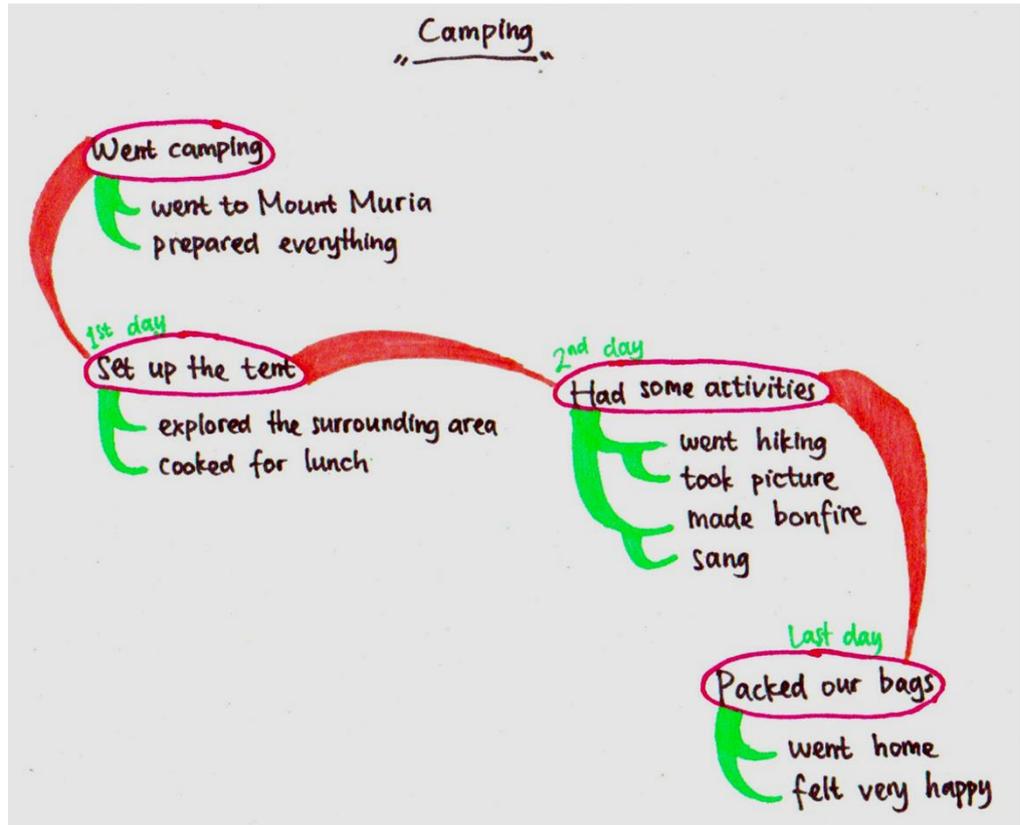
1. computer games – with – played – I – my cousins – with – Saturday – On.
2. night – last – cook – not – My mum – dinner – did.
3. buses – to school – weren't – walked – I – there – because – any.
4. dance – They – not – the party – at – did – last night.
5. summer – My brother – Ireland – travelled – to – last.
6. my friends – a café – in – met – I – afternoon – this.
7. when – a baby – was – I – We – house – that – in – lived.
8. years – many – ago – Dinosaurs – lived.

9. night – last – It – not – did – snow.

10. night – They – not – did – work – twelve – until – last.

Task 5

In pairs, write a draft at least 10 sentences based on Thinking Maps below.



Task 6

Make your own Thinking Maps entitled "Unforgettable Moment"

Task 7

Make your own recount text based on the Thinking Maps you made.

LESSON PLAN

Cycle 2

School : SMP N 2 Srandakan

Subject : English

Grade/Semester : VIII/2

Skill : Writing

Time Allocation : 40x2

Topic : **Recount text**

I. Standard of Competency

13. Expressing meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings

J. Basic Competency

12.3 Expressing meaning and rhetorical steps of simple short essays using various written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative text

K. The Indicator of Competencies' Achievement

- Students are able to identify the social function of recount texts
- Students are able to identify the generic structure of recount texts
- Students are able to identify the language features of recount texts
- Students are able to arrange sentences into a good recount text
- Students are able to write paragraphs based on a Thinking Maps and clues given
- Students are able to write a draft of recount text based on a Thinking Maps

L. Materials

3. Recount text

Recount text entitled "My Holiday"

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

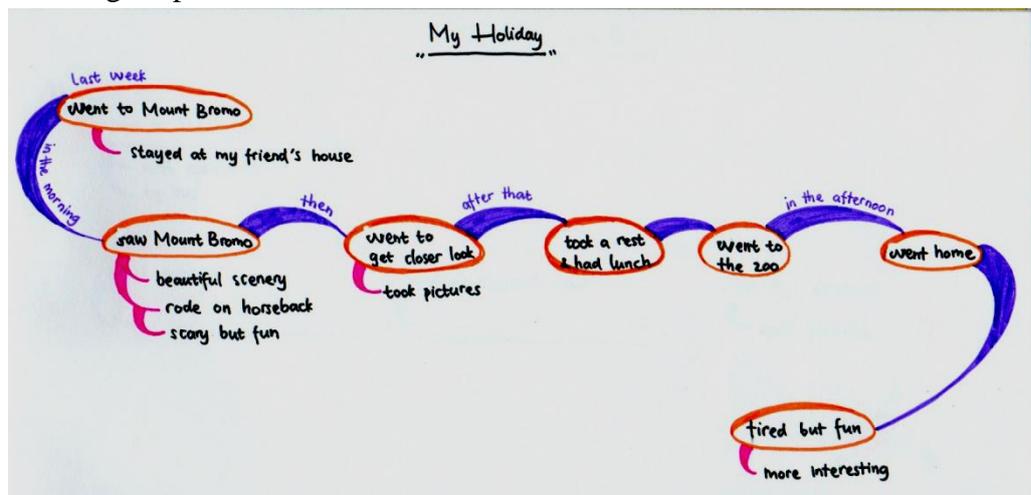


In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com)

Thinking Maps



4. Explanation of the social function, generic structures and language features of recount text

Recount text is a text that tells the reader about one's past events. It tells 'what happened'. The purpose of the text is to document a series of events.

The generic structure of recount text are:

- Orientation
It provides background information needed to understand the text, such as who was involved, what happened, where the events took place, and when it happened.
- Events
It tells what happened and it is usually recounted in a chronological order.
- Reorientation
It consists of optional-closure of events/ending. The writer usually gives personal comments and/or evaluative remarks on the incident/event.

The language features of a recount text are:

- Using nouns and pronouns to identify people, animals, or things involved.
- Using action verbs to refer to events
- Using past tense to locate events in relation to writer's time (Regular verbs: looked, watched, etc. and Irregular verbs: took, put, etc.)
- Using conjunctions and time connectives to sequence the events (First, Next, Then, After that, Finally, etc.)
- Using adverbs and adverbial phrases to indicate place and time (yesterday, a week ago, last, etc.)
- Using adjectives to describe nouns

M. Teaching Method

Genre Based Approach

N. Teaching Procedure

4. Pre-teaching

- The teacher greets the students
- The teacher checks the students' attendance
- The teacher checks the students' readiness
- The teacher mentions the learning objective

- The teacher reviews the previous meeting

5. Whilst teaching

Building Knowledge of the Text

- The teacher asks the students about recount texts, reminds about its purpose, generic structure, and the language features.

Modelling of the Text

- The teacher shows some of the students' works which consist of general past-verb forms.
- The teacher explains the past-tense used in recount text.

Joint Construction of the Text

- The students are given a recount text entitled "My Mother's Birthday" and answer written questions related to the story.
- The students study the verb form of the text and list the verb they can find.
- The students change the verb form into past form.
- The students make their own sentences using irregular verbs provided.
- The students complete the Thinking Maps provided and then make a recount text based on it.

Independent Construction of the Text

- The students make a Thinking Maps.
- The students make a recount text based on their Thinking Maps.

6. Post-teaching

- The teacher summarizes and concludes the lesson
- The students reflect their learning

O. Media

Handout

Thinking Maps

P. The Sources

Mukarto, et al. 2004. *English On Sky SMP Book 1*. Jakarta: Erlangga.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Students*.

Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Task 1

Read the text about “My Holiday”. Then, in pairs, answer the following questions.

9. Where did the writer go last week?

10. Where did he stay?

11. Where did the writer go in the morning?

12. How did the writer feel when he rode on horseback?

13. Where did the writer and his friend go before they got home?

14. What did the writer think about his holiday?

Task 2

Study the verb form of the text entitled “My Holiday” above. Then list the verbs that you can find.

Task 3

In pairs, change the form of the following verb into past form. Number 1 has been done for you.

1. Fredy *go* to Samarinda last year.
Fred went to Samarinda last year.
2. Asep *take* his brother to the airport yesterday.

-
3. Ketut Tantri *spend* much money in his holiday last month.

 4. Sanusi *accompany* me to go to the travel agent three days ago.

 5. Last holiday, Laila *attend* an English course.

 6. Two days ago, Elizabeth *win* the free ticket to Hawaii.

 7. I *buy* a new camera last week.

 8. We *drive* to a safari park yesterday.

 9. The plane *land* ten minutes ago.

 10. Yesterday, Dad *do not take* me to the carnival.

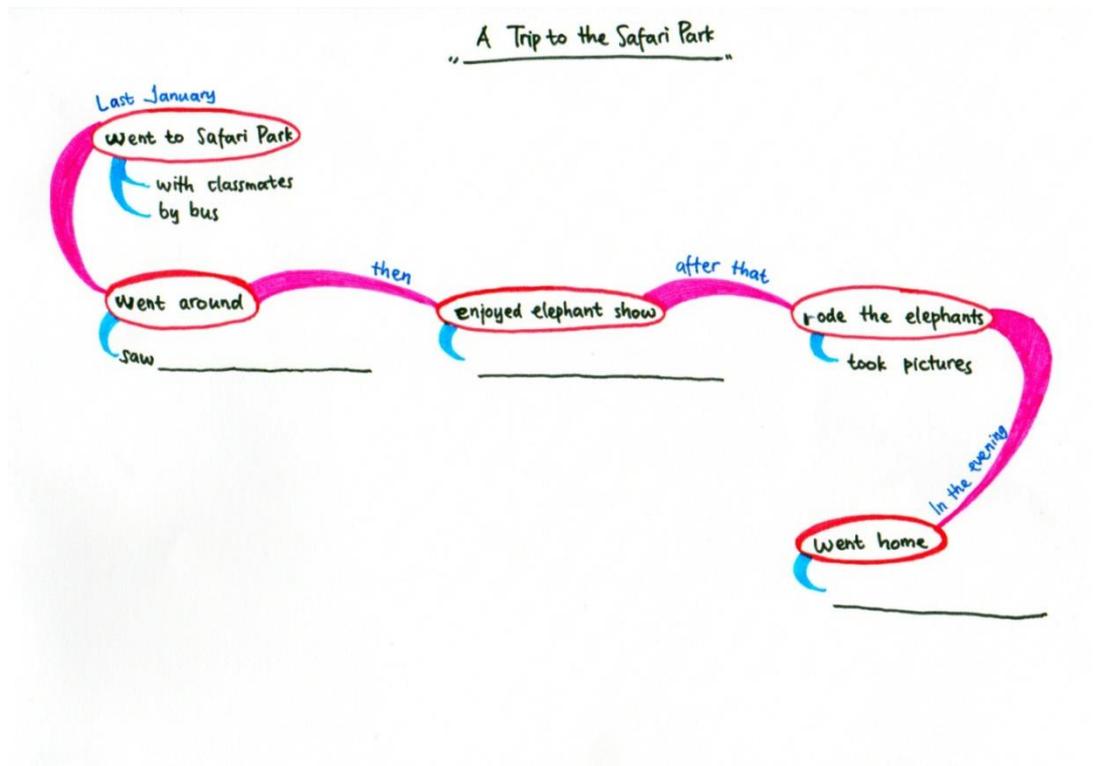
Task 4

Make your own sentences using the following irregular verbs.

11. brought
12. dreamt
13. lent
14. met
15. said
16. wore

Task 5

In pairs, complete the following Thinking Maps then write a draft at least 10 sentences based on it.



Task 6

Make your own Thinking Maps entitled "My Weekend"

Task 7

Make your own recount text based on the Thinking Maps you made.

APPENDIX E

WRITING

SCORING

RUBRIC

WRITING RUBRIC

Aspects	Criteria	Scores
Content	- Relevant to topic.	4
	- Mostly relevant to topic but lacks detail.	3
	- Inadequate development of topic.	2
	- Not relevant to topic.	1
Organization	- Ideas clearly stated and supported, well-organized, cohesive.	4
	- Loosely organized but main ideas stand out, not well-organized.	3
	- Ideas confused or even no main ideas, bad organization.	2
	- Does not communicate, no organization.	1
Vocabulary	- Effective word/ idiom choice and usage.	4
	- Occasional errors of word/ idiom form, choice, and usage.	3
	- Frequent errors of word/ idiom form, choice, and usage.	2
	- Little knowledge of English vocabulary, idioms, and word form.	1
Language Use	- Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	4
	- Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	3
	-Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	2

	- Dominated by errors	1
Mechanics	- Few errors of spelling, punctuation, capitalization, and paragraphing.	4
	- Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
	- Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2
	- Dominated by errors.	1

Adapted from Jacob's et al. 's scoring profile in Weigle (2002:116).

APPENDIX F
OBSERVATION
CHECKLISTS

OBSERVATION CHECKLIST

Date : May 12th, 2015

Cycle : 1

Meeting : 1

Observer : Khairunisa Aulia Lutfi

No.	Observation Item	Yes	No	Comment
	Pre-teaching			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher checks the students' attendance	✓		
4.	The teacher leads the prayer.	✓		
5.	The teacher checks the students' readiness.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher gives lead-in question.	✓		
	Whilst-teaching			
1.	The teacher shows the model of recount text.	✓		
2.	The students observe the text and do Task 1.	✓		
3.	The teacher and the students discuss the answer together.	✓		
4.	The teacher guides the students identifying the social function, generic structure, and the language features of the text.	✓		

5.	The teacher gives chances to students to ask questions.	✓		
6.	The students do Task 2 and the teacher monitors them.	✓		
7.	The teacher checks the students' works.	✓		
8.	The students do Task 3 and the teacher monitors them.	✓		
9.	The teacher checks the students' works.	✓		
10.	The teacher gives chances to students to ask questions.	✓		
11.	The students do Task 4 and the teacher monitors them.	✓		
12.	The teacher checks the students' works.	✓		
13.	In groups of 4, the students do Task 5 and the teacher monitors them.	✓		
14.	The teacher collect the students work.		✓	
	Post-teaching			
1.	The teacher and the students summarize and reflect the lesson	✓		
2.	The teacher previews on the upcoming materials	✓		
3.	The teacher ends the class by praying.	✓		
	Class Situation			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate		✓	
3.	The teacher's instruction is clear	✓		

OBSERVATION CHECKLIST

Date : May 19th, 2015

Cycle : 1

Meeting : 2

Observer : Khairunisa Aulia Lutfi

No.	Observation Item	Yes	No	Comment
	Pre-teaching			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher checks the students' attendance	✓		
4.	The teacher leads the prayer.	✓		
5.	The teacher checks the students' readiness.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher reviews the previous meeting.	✓		
	Whilst-teaching			
1.	The teacher gives feedback to the students' homework.	✓		
2.	The teacher gives chances to students to ask questions.	✓		
3.	The students do Task 6 and the teacher monitors them.	✓		
4.	The students do Task 7 and the teacher monitors them.	✓		
5.	The teacher collects the students work.	✓		
	Post-teaching			

1.	The teacher and the students summarize and reflect the lesson	✓		
2.	The teacher previews on the upcoming materials	✓		
3.	The teacher ends the class by praying.	✓		
	Class Situation			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate	✓		
3.	The teacher's instruction is clear	✓		

OBSERVATION CHECKLIST

Date : May 23rd, 2015

Cycle : 2

Meeting : 1

Observer : Khairunisa Aulia Lutfi

No.	Observation Item	Yes	No	Comment
	Pre-teaching			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher checks the students' attendance	✓		
4.	The teacher leads the prayer.	✓		
5.	The teacher checks the students readiness.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher gives lead-in question.	✓		
	Whilst-teaching			
1.	The teacher shows the model of recount text.	✓		
2.	The students observe the text and do Task 1.	✓		
3.	The teacher and the students discuss the answer together.	✓		
4.	The teacher guides the students identifying the social function, generic structure, and the language features of the text.	✓		
5.	The teacher gives chances to students to ask questions.	✓		

6.	The students do Task 2 and the teacher monitors them.	✓		
7.	The teacher checks the students' works.	✓		
8.	The students do Task 3 and the teacher monitors them.	✓		
9.	The teacher checks the students' works.	✓		
10.	The teacher gives chances to students to ask questions.	✓		
11.	The students do Task 4 and the teacher monitors them.	✓		
12.	The teacher checks the students' works.	✓		
13.	In pairs, the students do Task 5 and the teacher monitors them.	✓		
14.	The teacher collects the students work.	✓		
	Post-teaching			
1.	The teacher and the students summarize and reflect the lesson	✓		
2.	The teacher previews on the upcoming materials	✓		
3.	The teacher ends the class by praying.	✓		
	Class Situation			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate	✓		
3.	The teacher's instruction is clear	✓		

OBSERVATION CHECKLIST

Date : May 26th, 2015

Cycle : 2

Meeting : 2

Observer : Khairunisa Aulia Lutfi

No.	Observation Item	Yes	No	Comment
	Pre-teaching			
1.	The teacher greets the students.	✓		
2.	The students respond to the greeting addressed by the teacher.	✓		
3.	The teacher checks the students' attendance	✓		
4.	The teacher leads the prayer.	✓		
5.	The teacher checks the students' readiness.	✓		
6.	The teacher explains the goal of teaching and learning.	✓		
7.	The teacher gives lead-in question.	✓		
	Whilst-teaching			
1.	The teacher gives feedback to the students' homework.	✓		
2.	The teacher gives chances to students to ask questions.	✓		
3.	The students do Task 6 and the teacher monitors them.	✓		
4.	The students do Task 7 and the teacher monitors them.	✓		
5.	The teacher collects the students work.	✓		
	Post-teaching			
1.	The teacher and the students summarize	✓		

	and reflect the lesson			
2.	The teacher previews on the upcoming materials	✓		
3.	The teacher ends the class by praying.	✓		
	Class Situation			
1.	The students actively take parts in each class activity	✓		
2.	The time allocation is appropriate	✓		
3.	The teacher's instruction is clear	✓		

APPENDIX G
THE STUDENTS'
SCORES

PRE-TEST
Researcher's Rate

NO	NAME	CODE	ASPECTS					TOTAL
			Content	Organization	Vocabulary	Language Use	Mechanics	
1	ADELIA WIDYAWATI	S1	3	3	3	2	3	14
2	AJID NOVALDI	S2	3	3	3	2	2	13
3	ANDIKA N	S3	2	2	2	1	2	9
4	ANGGI PRIHANTORO	S4	2	2	2	2	1	9
5	ANNISA INAS F	S5	3	3	2	2	3	13
6	ARNI SEPTI PRIYANA	S6	2	2	1	1	2	8
7	CAHYA JATI P	S7	2	3	1	1	2	9
8	DADANG CECEP R	S8	2	2	2	2	2	10
9	DEVA	S9	2	2	2	2	2	10
10	DIAN SEPTIANINGSIH	S10	3	3	2	3	3	14
11	HASIM ISMAIL	S11	2	2	3	1	2	10
12	INDRO SUSANTO	S12	2	2	1	2	2	9
13	ISNU CAHYA WANTARA	S13	2	2	2	1	2	9
14	LAILA NURAINI	S14	2	2	3	2	2	11
15	MURNI SHANTI ASIH	S15	3	3	2	2	3	13
16	NADIA APRILIANA	S16	3	2	2	2	3	12
17	PRASETYA MURDAKA P	S17	3	3	3	3	4	16
18	RAHMA KURNIAWATI	S18	3	3	2	2	2	12
19	RINAWAN TRI SANJAYA	S19	2	2	1	1	2	8

20	SENO HENDRA Y	S20	2	3	2	2	3	12
21	SINGGIH HENDRA W S	S21	3	2	3	2	3	13
22	SRI WAHYUNI	S22	3	3	3	2	3	14
23	SULASTRI	S23	3	3	3	2	3	14
24	TITIN KURNIAWATI	S24	2	3	3	2	3	13
25	WAHYU R N	S25	2	2	2	1	1	8
26	ZAHRA ADIBA	S26	3	3	3	3	4	16

AVERAGE

2.4615384

2.5

2.2307692

1.8461538

2.4615384

11.5

TEXT 1
Researcher's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	3	3	3	2	3	14
AJID NOVALDI	S2	3	3	3	2	3	14
ANDIKA N	S3	2	1	2	1	2	8
ANGGI PRIHANTORO	S4	3	2	2	2	2	11
ANNISA INAS F	S5	3	4	2	2	3	14
ARNI SEPTI PRIYANA	S6	2	2	1	1	3	9
CAHYA JATI P	S7	3	3	1	1	2	10
DADANG CECEP R	S8	3	2	2	2	2	11
DEVA	S9	2	2	2	2	2	10
DIAN SEPTIANINGSIH	S10	4	4	2	3	3	16
HASIM ISMAIL	S11	2	2	3	1	3	11
INDRO SUSANTO	S12	3	3	2	2	3	13
ISNU CAHYA WANTARA	S13	2	2	2	1	2	9
LAILA NURAINI	S14	2	2	3	2	2	11
MURNI SHANTI ASIH	S15	3	4	3	2	3	15
NADIA APRILIANA	S16	3	2	2	3	3	13
PRASETYA MURDAKA P	S17	4	4	3	3	4	18
RAHMA KURNIAWATI	S18	3	3	2	2	2	12
RINAWAN TRI SANJAYA	S19	2	2	1	1	3	9

SENO HENDRA Y	S20	3	3	2	2	3	13
SINGGIH HENDRA W S	S21	2	3	3	2	3	13
SRI WAHYUNI	S22	3	4	3	2	3	15
SULASTRI	S23	3	4	3	2	3	15
TITIN KURNIAWATI	S24	3	3	3	2	3	14
WAHYU R N	S25	3	2	2	1	1	9
ZAHRA ADIBA	S26	4	4	3	3	4	18

AVERAGE

2.8076923

2.8076923

2.3076923

1.8846153

2.6923076

12.5

TEXT 2
Researcher's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	3	3	3	2	3	14
AJID NOVALDI	S2	3	3	3	3	3	15
ANDIKA N	S3	2	1	2	1	2	8
ANGGI PRIHANTORO	S4	3	2	2	2	2	11
ANNISA INAS F	S5	3	4	3	3	3	16
ARNI SEPTI PRIYANA	S6	3	3	2	2	3	13
CAHYA JATI P	S7	3	3	1	2	2	11
DADANG CECEP R	S8	3	2	2	2	2	11
DEVA	S9	2	2	2	2	2	10
DIAN SEPTIANINGSIH	S10	4	4	3	4	3	18
HASIM ISMAIL	S11	3	2	3	2	3	13
INDRO SUSANTO	S12	3	3	2	2	3	13
ISNU CAHYA WANTARA	S13	3	3	3	2	3	14
LAILA NURAINI	S14	3	2	2	2	2	11
MURNI SHANTI ASIH	S15	3	4	3	2	3	15
NADIA APRILIANA	S16	3	3	3	3	4	16
PRASETYA MURDAKA P	S17	4	4	3	4	4	19
RAHMA KURNIAWATI	S18	3	4	2	3	3	15
RINAWAN TRI SANJAYA	S19	3	2	1	1	3	10

SENO HENDRA Y	S20	3	4	3	4	3	17
SINGGIH HENDRA W S	S21	3	3	3	3	3	15
SRI WAHYUNI	S22	4	4	3	3	3	17
SULASTRI	S23	3	4	3	3	3	16
TITIN KURNIAWATI	S24	3	4	3	3	4	17
WAHYU R N	S25	3	2	2	1	1	9
ZAHRA ADIBA	S26	4	4	3	4	4	19

AVERAGE

3.0769230

3.0384615

2.5

2.5

2.8461538

13.961

POST-TEST
Researcher's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	3	4	3	2	3	15
AJID NOVALDI	S2	3	3	3	3	3	15
ANDIKA N	S3	3	2	2	2	3	12
ANGGI PRIHANTORO	S4	3	3	3	3	2	14
ANNISA INAS F	S5	4	4	3	3	3	17
ARNI SEPTI PRIYANA	S6	3	3	3	2	3	14
CAHYA JATI P	S7	3	3	2	2	2	12
DADANG CECEP R	S8	3	3	3	3	2	14
DEVA	S9	3	3	3	2	3	14
DIAN SEPTIANINGSIH	S10	4	4	3	4	3	18
HASIM ISMAIL	S11	3	3	3	2	3	14
INDRO SUSANTO	S12	3	3	3	3	3	15
ISNU CAHYA WANTARA	S13	3	3	3	2	3	14
LAILA NURAINI	S14	3	3	3	2	2	13
MURNI SHANTI ASIH	S15	3	4	3	2	4	16
NADIA APRILIANA	S16	4	4	3	3	4	18
PRASETYA MURDAKA P	S17	4	4	3	4	4	19
RAHMA KURNIAWATI	S18	3	4	3	3	3	16
RINAWAN TRI SANJAYA	S19	3	2	2	1	3	11

SENO HENDRA Y	S20	3	3	3	3	3	15
SINGGIH HENDRA W S	S21	3	3	3	3	3	15
SRI WAHYUNI	S22	4	4	3	4	4	19
SULASTRI	S23	4	4	3	3	3	17
TITIN KURNIAWATI	S24	4	4	3	4	4	19
WAHYU R N	S25	3	2	2	1	1	9
ZAHRA ADIBA	S26	4	4	3	4	4	19

AVERAGE

3.3076923

3.3076923

2.8461538

2.6923076

3 15.15385

PRE-TEST
Collaborator's Rate

NO	NAME	CODE	ASPECTS					TOTAL
			Content	Organization	Vocabulary	Language Use	Mechanics	
1	ADELIA WIDYAWATI	S1	2	2	2	2	3	11
2	AJID NOVALDI	S2	2	3	2	2	2	11
3	ANDIKA N	S3	1	2	1	2	2	8
4	ANGGI PRIHANTORO	S4	2	2	2	2	1	9
5	ANNISA INAS F	S5	2	3	2	3	3	13
6	ARNI SEPTI PRIYANA	S6	2	2	2	2	2	10
7	CAHYA JATI P	S7	2	2	2	2	2	10
8	DADANG CECEP R	S8	1	2	1	2	1	7
9	DEVA	S9	2	3	2	2	3	12
10	DIAN SEPTIANINGSIH	S10	3	3	2	2	3	13
11	HASIM ISMAIL	S11	3	2	2	1	3	11
12	INDRO SUSANTO	S12	2	2	1	2	2	9
13	ISNU CAHYA WANTARA	S13	2	3	2	2	2	11
14	LAILA NURAINI	S14	3	2	3	1	2	11
15	MURNI SHANTI ASIH	S15	3	3	2	1	3	12
16	NADIA APRILIANA	S16	3	2	1	2	3	11
17	PRASETYA MURDAKA P	S17	2	2	2	3	4	13
18	RAHMA KURNIAWATI	S18	2	3	2	2	3	12
19	RINAWAN TRI SANJAYA	S19	1	2	1	1	2	7

20	SENO HENDRA Y	S20	3	2	3	2	3	13
21	SINGGIH HENDRA W S	S21	2	3	2	2	3	12
22	SRI WAHYUNI	S22	3	3	3	3	3	15
23	SULASTRI	S23	3	3	3	2	3	14
24	TITIN KURNIAWATI	S24	2	3	3	2	3	13
25	WAHYU R N	S25	2	2	2	1	1	8
26	ZAHRA ADIBA	S26	3	3	3	3	4	16

AVERAGE

2.2307692

2.4615384

2.0384615

1.9615384

2.5384615

11.230

TEXT 1

Collaborator's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	4	3	4	3	4	18
AJID NOVALDI	S2	3	3	3	3	4	16
ANDIKA N	S3	2	2	2	1	2	9
ANGGI PRIHANTORO	S4	3	2	3	2	2	12
ANNISA INAS F	S5	3	2	3	2	3	13
ARNI SEPTI PRIYANA	S6	2	2	2	2	3	11
CAHYA JATI P	S7	3	3	2	1	3	12
DADANG CECEP R	S8	3	3	3	2	3	14
DEVA	S9	2	3	2	2	3	12
DIAN SEPTIANINGSIH	S10	3	3	3	3	3	15
HASIM ISMAIL	S11	3	2	3	2	3	13
INDRO SUSANTO	S12	3	3	2	3	3	14
ISNU CAHYA WANTARA	S13	2	3	2	2	2	11
LAILA NURAINI	S14	2	3	2	2	2	11
MURNI SHANTI ASIH	S15	4	3	3	2	3	15
NADIA APRILIANA	S16	3	3	2	3	3	14
PRASETYA MURDAKA P	S17	3	4	3	4	4	18
RAHMA KURNIAWATI	S18	3	3	3	2	2	13
RINAWAN TRI SANJAYA	S19	2	2	2	1	3	10

SENO HENDRA Y	S20	3	4	2	2	3	14
SINGGIH HENDRA WIJAYA S	S21	3	3	3	2	3	14
SRI WAHYUNI	S22	3	4	3	3	3	16
SULASTRI	S23	3	4	3	2	3	15
TITIN KURNIAWATI	S24	3	3	3	2	3	14
WAHYU R N	S25	3	2	2	1	3	11
ZAHRA ADIBA	S26	4	4	3	4	4	19

AVERAGE

2.8846153

2.9230769

2.6153846

2.2307692

2.9615384

13.615

TEXT 2

Collaborator's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	4	4	3	2	3	16
AJID NOVALDI	S2	3	3	3	2	3	14
ANDIKA N	S3	2	2	2	1	3	10
ANGGI PRIHANTORO	S4	3	3	2	2	3	13
ANNISA INAS F	S5	4	3	3	2	3	15
ARNI SEPTI PRIYANA	S6	3	3	2	2	2	12
CAHYA JATI P	S7	3	3	2	2	3	13
DADANG CECEP R	S8	3	3	2	2	3	13
DEVA	S9	2	3	3	2	2	12
DIAN SEPTIANINGSIH	S10	3	4	3	4	3	17
HASIM ISMAIL	S11	3	3	3	2	3	14
INDRO SUSANTO	S12	3	3	3	2	3	14
ISNU CAHYA WANTARA	S13	3	4	3	2	4	16
LAILA NURAINI	S14	3	3	3	2	3	14
MURNI SHANTI ASIH	S15	3	4	3	2	4	16
NADIA APRILIANA	S16	3	3	4	3	4	17
PRASETYA MURDAKA P	S17	3	3	3	4	4	17
RAHMA KURNIAWATI	S18	3	3	2	2	3	13
RINAWAN TRI SANJAYA	S19	2	2	1	1	2	8

POST-TEST
Collaborator's Rate

NAME	CODE	ASPECTS					TOTAL
		Content	Organization	Vocabulary	Language Use	Mechanics	
ADELIA WIDYAWATI	S1	4	4	3	3	3	17
AJID NOVALDI	S2	4	3	3	4	4	18
ANDIKA N	S3	3	3	3	2	3	14
ANGGI PRIHANTORO	S4	3	4	3	3	4	17
ANNISA INAS F	S5	4	3	4	3	3	17
ARNI SEPTI PRIYANA	S6	3	4	2	2	3	14
CAHYA JATI P	S7	3	3	4	3	4	17
DADANG CECEP R	S8	4	4	3	2	2	15
DEVA	S9	3	4	4	2	2	15
DIAN SEPTIANINGSIH	S10	4	4	3	4	4	19
HASIM ISMAIL	S11	3	3	2	4	4	16
INDRO SUSANTO	S12	4	4	3	3	4	18
ISNU CAHYA WANTARA	S13	3	3	3	3	3	15
LAILA NURAINI	S14	3	3	4	3	2	15
MURNI SHANTI ASIH	S15	3	4	3	2	4	16
NADIA APRILIANA	S16	4	3	4	4	4	19
PRASETYA MURDAKA P	S17	4	4	4	4	4	20
RAHMA KURNIAWATI	S18	3	4	3	3	3	16
RINAWAN TRI SANJAYA	S19	3	2	2	1	3	11

SENO HENDRA Y	S20	3	3	3	2	3	14
SINGGIH HENDRA W S	S21	3	4	4	4	3	18
SRI WAHYUNI	S22	4	3	4	4	3	18
SULASTRI	S23	4	4	3	2	3	16
TITIN KURNIAWATI	S24	4	4	3	3	4	18
WAHYU R N	S25	3	3	2	1	2	11
ZAHRA ADIBA	S26	4	4	4	4	3	19

AVERAGE

3.4615384

3.5

3.1923076

2.8846153

3.2307692

16.269

APPENDIX H
THE STUDENTS'
WRITING

PRE-TEST

Students' Worksheet

Name : Zahra Adiba
Class : VIII B
Student Number : 26

Write down a recount text telling your past experience/activities at least 10 sentences.

My Holiday in Bali

4 years ago, I and my family went to Bali. We went there, because my father got a present. We went to Airport by car. We check in at 10 AM. After we check in, we ^{ed} ride our plane. We ^{boarded} arrive in Bali at 11 AM, then we went to hotel. In the morning, our groups ~~are~~ went to Garuda Wisnu Kencana. We went there, to take a picture with Donna Agnesia, Mischa and Mishell Candra winata, and Dahwiyca. After we took a picture, we went to Sukowati Market to ^{buy} bought some Souvenir. ^{In the} At evening, we had dinner with Denada, Mischa, Marcel, and Donna Agnesia. Then we ^{came} back to hotel. ^{In the} At morning, we went home. That's my best experiences in Bali.

2

CYCLE 1

Students' Worksheet

Name : Annisa Iras F
Class : VIII B
Student Number : 05

Write down a recount text telling your last birthday in at least 10 sentences. Draw your mind map first.

My camping 'in Sentolo

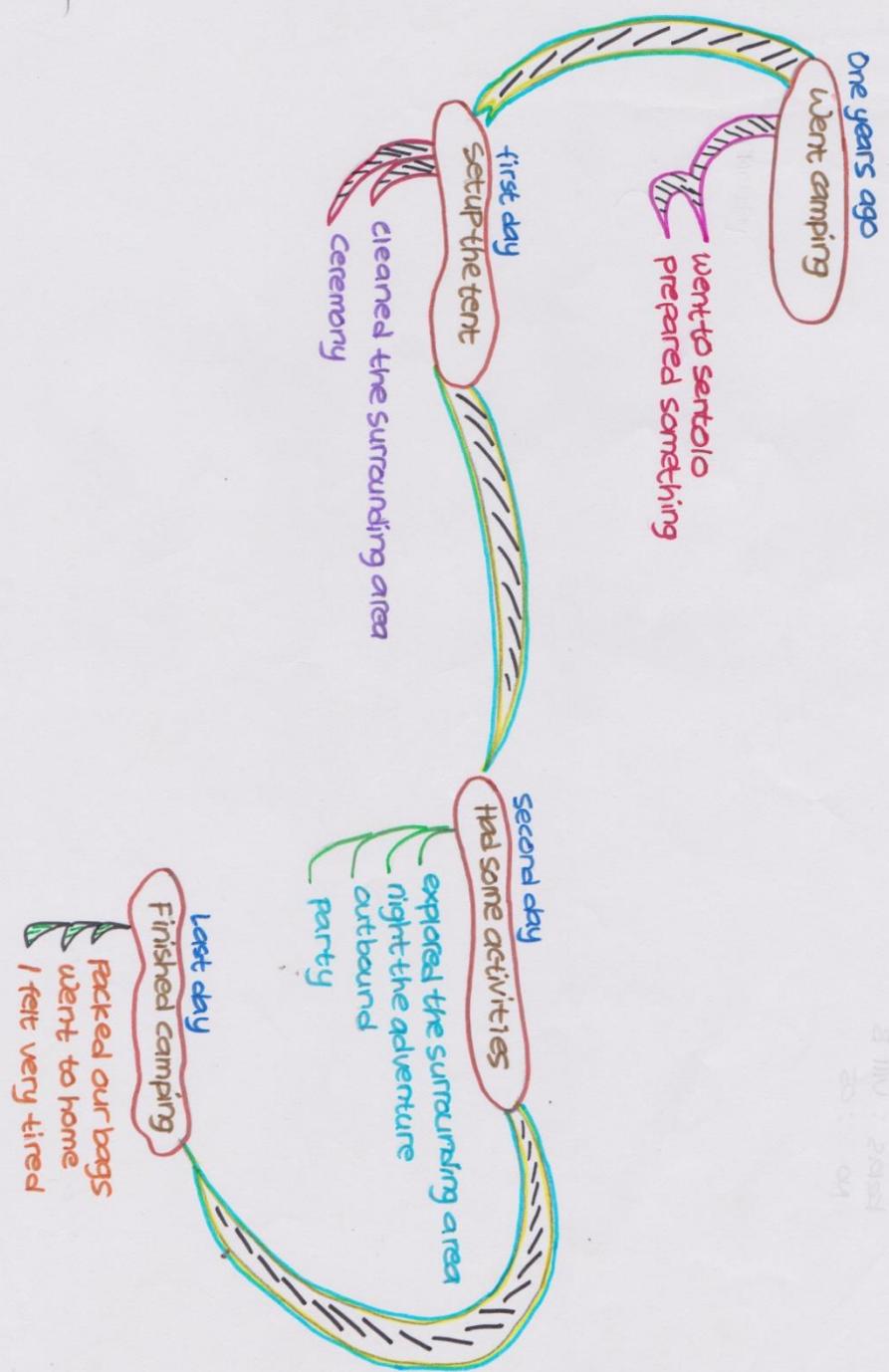
One year^s ago I went camping to sentolo. Before went ^{there} I prepared something. There ^{were} are food, drink, and camping equipment.

First day, we arrived in sentolo. We set up the tent, we ^{also} too cleaned the surrounding area. After ^{that} it we did ceremony together. We cooked for lunch.

Second day, we had some activities. We explored the surrounding area and we ^{also} too night the adventure. We did ~~outdoor~~ outboard and we did party.

Last day ^{we} finished camping. ^{Finally} Last, we packed our bags. After that we went to home. I felt very tired.

" Unforgettable moment "



Students' Worksheet

Name : Prasetya Mardaka Putra
Class : VIII B
Student Number : 17

Write down a recount text telling your last birthday in at least 10 sentences. Draw your mind map first.

Unforgatable Moment

Last Year, I went to Kaliurang. I went to Kaliurang with my family. We went ~~to the~~ ^{there} by car. Before we went there, we prepared everything such as foods, camera, ~~mat~~ and many more.

In Kaliurang we saw beautiful scenery. In the ~~there~~ ^{there}, we can ~~saw~~ ^{see} many monkeys and unforgettable we took some pictures. After we explored the area, we had a lunch. we put the mat ~~in the~~ ^{the} under ~~of~~ tree.

After we took a rest. We ~~went to~~ ^{ed} visit ~~to~~ the accessories shop. ~~there~~, we bought some food. After that, we prepared the thing and came back to the home.

~~In the~~ ^{At} home, we felt so tired but we felt very happy. I got a new experience. I will ~~not~~ ~~forget~~ ^{never forget} my experience in Kaliurang

Unforgettable Moment

Last year

Went Kaluarang

Thursday morning
With my family
prepared everything
went by car in the morning

Thursday afternoon

In Kaliwang

saw beautiful scenery
took some picture
Had a lunch

Thursday Evening

Bought the accessories

Went to the accessories shop
Bought the food
Prepared the things
Come back to the home

In the home

felt so tired
Very happy

Students' Worksheet

Name : Zahra Adiba
Class : VIII^B
Student Number : 26

Write down a recount text telling your last birthday in at least 10 sentences. Draw your mind map first.

Unforgettable Moment

four weeks ago, I and my family went to Bromo Mountain. Before we went there, we prepared everything such as clothes, foods, camera and many more. Before we went there, we ^{didn't} forget to Pray Dzuhur together.

On the first day, after we arrived at Bromo Mountain, we were hiking. In there, the air was cold. After we arrived in there, we Prayed Subuh then we saw the sun was rise. Then, we went to Bromo Mountain to ~~looked~~ all the beautiful view. We took ~~picture~~ together.

On the second day, we spent night at my uncle's house. In the morning, we went to town square. ~~in~~ there, we saw many people doing their activities. We bought some food ~~in~~ there. After that, we went to forest. In there, we ^{didn't} forget to ^{take} ~~took~~ pictures together.

At the last day, we packed our clothes. Then we went home. At the street, we also bought souvenir for my family in our village. We felt tired but very happy. It was my unforgettable moment.

"Unforgettable Moment"

4 weeks ago

Went to Bromo Mountain

Prepared everything.
Kray Dzakur.

1st day

At Bromo Mountain

Went hiking.
looked Sunrise.
Hiking Bromo Mountain.
took Pictured.

2nd day

At My uncle's house

Went to town Square.
Bought some food.
Went to forest.
took Pictured.

3rd day

Packed our Clothes

Went home.
Bought souvenir.
felt very happy.

CYCLE 2

Students' Worksheet

Name : Annisa Inas F
Class : VIII B
Student Number : 05

Write down a recount text telling your last weekend in at least 10 sentences. Draw your mind map first.

My Weekend

Last week I and my cousin went to parties shop. we departed at 8 a.m. We went by motorcycle. we arrived at 8.30 a.m.

In the Parties shop I bought bag. After that we went to Mulia shop. we bought ice cream and we bought some food. Then, we went home. At home we took a rest. And prepared for attended ^{ing} to wedding party. At the wedding party I helped filling foods and drink. After finish^{ed} the party I and my friends ate food and drink.

Finally, I and my friends went home. I ^{felt} feel tired but ^{it was} interesting.

My weekend



Students' Worksheet

Name : Prasetya Mardaka Putra
Class : VIII B
Student Number : 17

Write down a recount text telling your last weekend in at least 10 sentences. Draw your mind map first.

My Holiday

Last Year, I went to Gembiraloka Zoo. I went to Gembiraloka Zoo with my family. We went ~~to~~ there by motor cycle.

In the Gembiraloka zoo, I bought the tickets. The one of the ticket is twenty ~~hundred~~ ^{thousand} rupiah. After ~~the ticket~~ bought the tickets, we entered the gate of the zoo. In the zoo we ~~can~~ saw ~~many~~ animals such as tiger, elephant, crocodile, monkey and many more. We ~~unforgettable~~ took some pictures. In the afternoon, we took a rest and enjoyed the food. After that, we came back to the home.

In the home, I felt so tired but fun. I felt so happy because got a new experience in Gembiraloka zoo

My Weekend

Last ~~week~~ Year

Went to GembiraLoka Zoo

I went with my family
went by motorcycle

In GembiraLoka Zoo

Bought the tickets
walked around the zoo
Took some picture

took a rest &
enjoyed the
food

Back
to
the
home

tired but fun

I felt so happy
got a new experience

Students' Worksheet

Name : Zahra Adiba
Class : VIII^B
Student Number : 26

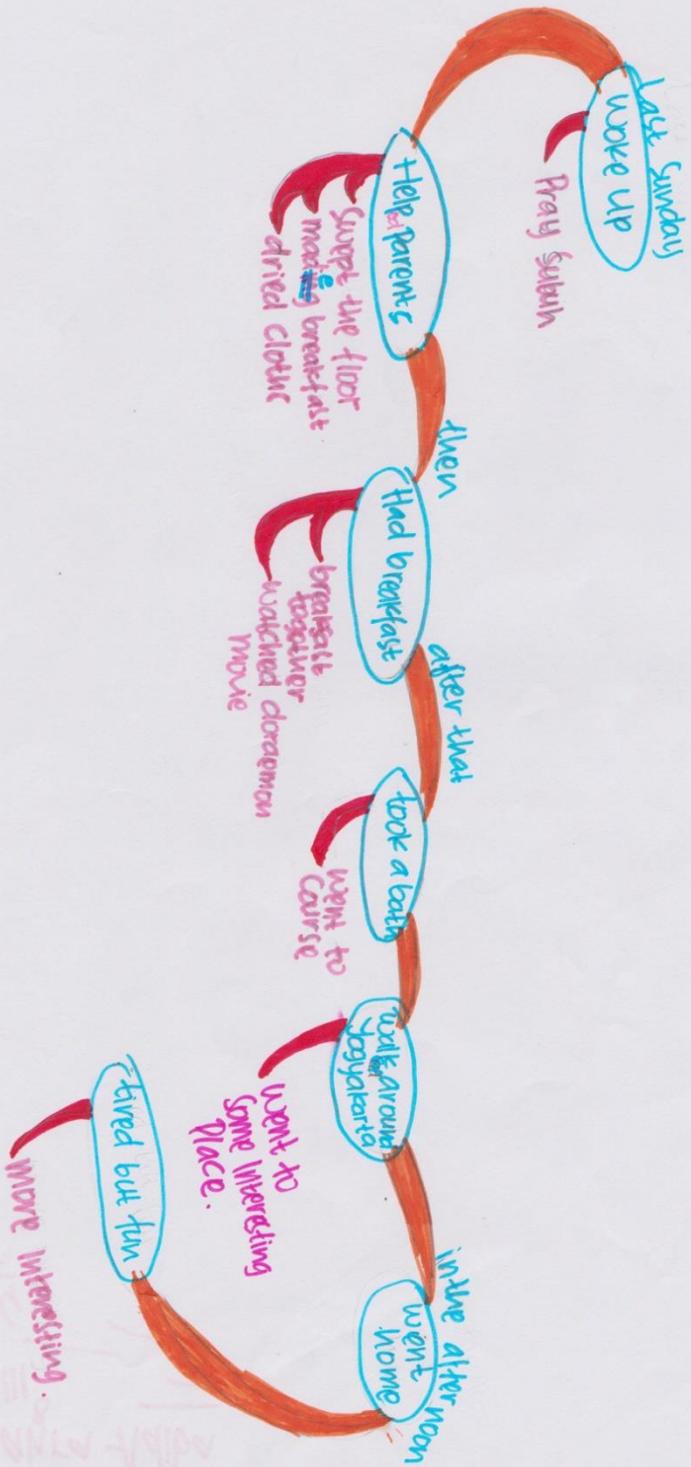
Write down a recount text telling your last weekend in at least 10 sentences. Draw your mind map first.

My Weekend.

Last Sunday, I woke up at 5 a.m. After that, I ^{made} making my bed room. Then, I pray^{ed} Subun with my sister.

Then, I helped my parents. first, I Swept the floor. Then, I helped my mother to make breakfast. After that, I and my sister dried our clothes. Then, we ~~made~~ had breakfast together. We had breakfast at dinning room. We ate ~~there~~ at there. Then, I and my sister watched doraemon movie at Television. We're ^{so much} very like ~~that~~ that movie. After that, I took a bath. Then, I went to course. I went there by my ^{bike} ~~bicycle~~. In there, I learn about english. After that, I and my family walk^{ed} around Yogyakarta. We went there by our car. We went to some interesting place in Yogyakarta. In the afternoon, we went home. We ~~felt~~ felt tired but fun. I hope my next weekend will be interesting.

"My Weekend"



YAD : 115
KOP : 111
GMB : 111

POST-TEST

POST TEST

Name : Annisa Inas F
Class : VIII B
Student Number : 05

Write down a recount text telling your past experience/activities at least 10 sentences.

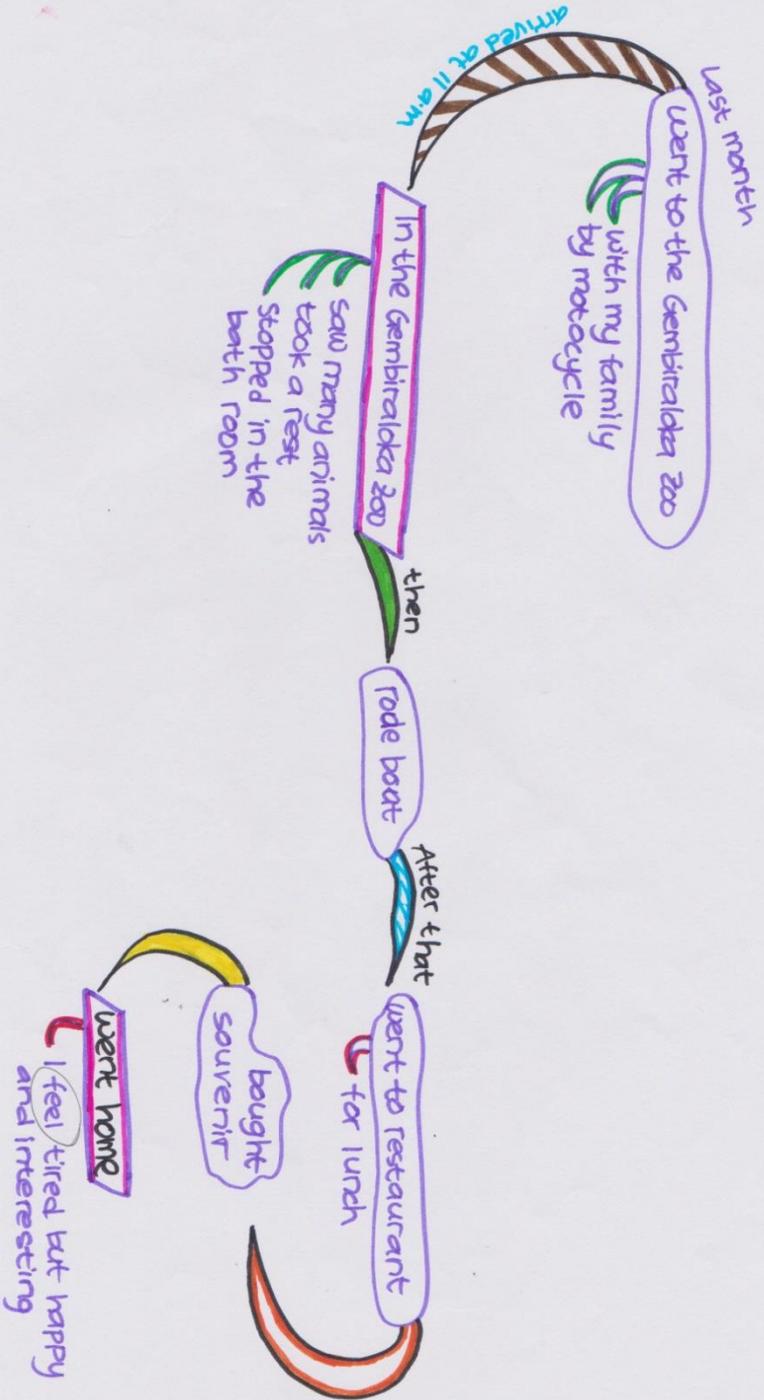
Went to the Zoo

Last month I went to ~~to~~ Gembiraloka Zoo with my family. We went ^{there} by motorcycle. We went at 9 a.m.

We arrived at 11 a.m. In ~~to~~ Gembiraloka Zoo we saw many animals. Then we took a rest ~~in the~~ under ^a tree. After that we stopped in the bath room. Then we rode boat but before rode boat we bought some tickets. We ^{were} hungry then we went to restaurant for lunch. After finish we bought souvenir in shop near Gembiraloka Zoo.

Finally, we went home at 3 p.m. I ^{felt} tired but happy and interesting.

Went to the zoo



POST TEST

Name : Prasetya Mardaka Putra
Class : VIII B
Student Number : 17

Write down a recount text telling your past experience/activities at least 10 sentences.

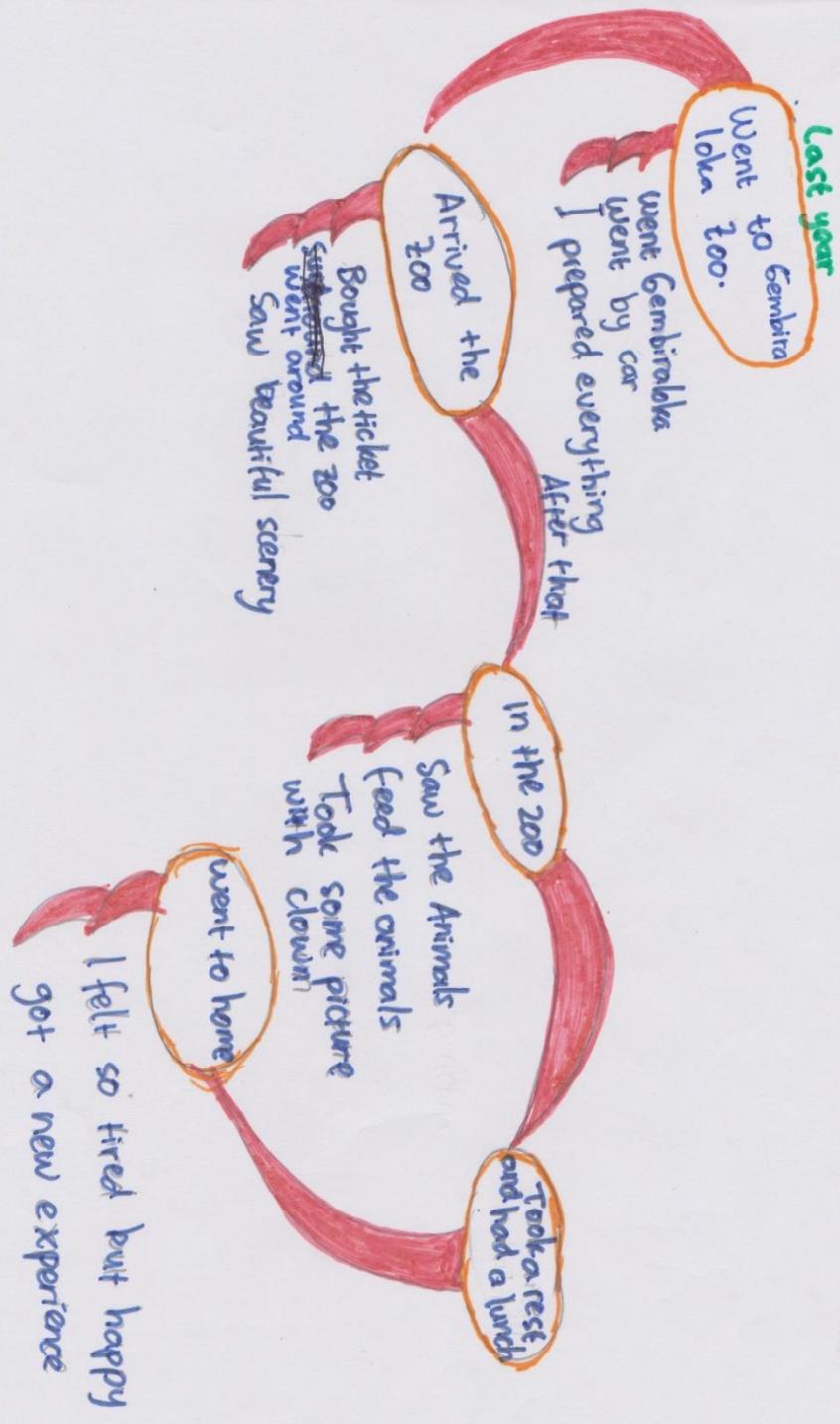
Went to the Zoo

Last year, I went to Gembira Loka Zoo. I went with my family. We went ~~to~~ there by car. Before we ^{went} go to the zoo we prepared every things such as, food, drink, clothes and many more. We left the home at 8 o'clock

We arrived in Gembira Loka zoo at 9 o'clock. We Bought the ticket. After that we ~~surround~~ ^{went around} the zoo and saw beautiful scenery. After bought the tickets, we saw the animals, such as monkey, crocodile, elephant, giraffe and many more. ~~to forget~~ Unforgettable we feed the animals and Took some pictures with clown. After that we took a rest and had a lunch ~~at~~ under ~~at~~ the tree.

In the afternoon, we went to home. I felt so tired but happy. I get a new experience in the Gembira Loka Zoo.

Went to the Zoo



POST TEST

Name : Zahra Adiba
Class : VIII B
Student Number : 26

Write down a recount text telling your past experience/activities at least 10 sentences.

Went to the Zoo

Two years ago, I spent my holiday to Gembira Loka Zoo. I went there ^{with} ~~by~~ my family. We prepared everything, like food and drink.

In the morning, we left our house at 8 am. We went there by car. In the car, we talked about the zoo. We didn't forget to buy everything we need, such as hat, umbrella, and etc. Then, we bought some tickets. We walked around the zoo. We saw many animals, like bird, giraffe, elephant, snake, etc. After that, we ^{took} ~~rest~~ in there and pray ^{ed} ~~d~~ zohur together. We also ~~took~~ ^{took} pictures in there with animals.

In the afternoon, we went home. We ~~we~~ felt happy and tired. That's my best experience in my holiday.

Went to the Zoo.

Two years ago
Spent my holiday

Went to the Zoo
Prepared everything

In the morning

Went to the Zoo

Left home at 8 am
By car
Brought some food

Then

At the Zoo

Bought some tickets
Around the zoo
Saw many animals
Post and pray

In the afternoon

Go Home.

felt happy
Tired.

APPENDIX I
PHOTOGRAPHS

PHOTOGRAPHS



The researcher is explaining the material to the students.



The students are enthusiastically writing their answer on the white board.



The researcher is correcting and giving feedback on the students' work.



The students are doing a work group activity.



The students are doing the task on the handout.



The researcher is guiding the students to do the task.



The researcher is explaining the Thinking Maps to the students.



The researcher is monitoring the students' work.



The researcher is walking around the class.



The student is actively asking the researcher.



The students make their own Thinking Maps.



The students make their own Thinking Maps.

APPENDIX J

PERMIT

LETTERS



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814
(Hunting)
YOGYAKARTA 55213

operator2@yahoo.com

SURAT KETERANGAN / IJIN
070/REG/VI/415/4/2015

Membaca Surat : **KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI** Nomor : **389E/UN.34.12/DT/IV/2015**
Tanggal : **15 APRIL 2015** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **APSARI MURBIYANI** NIP/NIM : **11202241021**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **THE USE ON MIND MAPPING STRATEGY TO IMPROVE THE WRITING SKILL OF GRADE VIII STUDENTS AT SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **16 APRIL 2015 s/d 16 JULI 2015**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **16 APRIL 2015**

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Dra. Fuli Astuti, M.Si

NIP. 19690525 198503 2 006

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln.Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 1863/ S1 / 2015

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/reg/w/415/4/2015
Tanggal : 16 April 2015 Perihal : IJIN PENELITIAN/RISET

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **APSARI MURBIYANI**
P. T / Alamat : **Fakultas Bahasa dan Seni UNY
Karangmalang**
NIP/NIM/No. KTP : **3402026604920003**
Nomor Telp./HP : **085760800262**
Tema/Judul Kegiatan : **THE USE OF MIND MAPPING STRATEGY TO IMPROVE THE WRITING SKILL OF GRADE VIII STUDENTS AT SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi : **SMP N 2 SRANDAKAN**
Waktu : **16 April 2015 s/d 16 Juli 2015**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 20 April 2015



Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pendidikan Kecamatan Srandakan
5. Dekan Fakultas Bahasa dan Seni UNY
6. Ka. SMP Negeri 2 Srandakan
7. Yang Bersangkutan