

**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE
IN WRITING RECOUNT TEXT
AT SMK DARUL ABROR BUKATEJA PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Education and Teacher Training
of UIN Prof. K.H. Saifuddin Zuhri Purwokerto as a partial Fulfilment of the
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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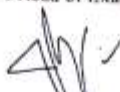
THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN WRITING
RECOUNT TEXT AT SMK DARUL ABROR BUKATEJA PURBALINGGA

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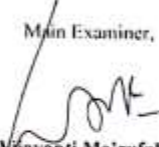
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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

Purwokerto, 22nd September 2022
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Maulana Mualim, M.A.

MOTTO

Growing up is indeed trap

(Peter Pan)

Many of life's failures are people who did not realize how close they were to success when they gave up.

(Thomas Edison)



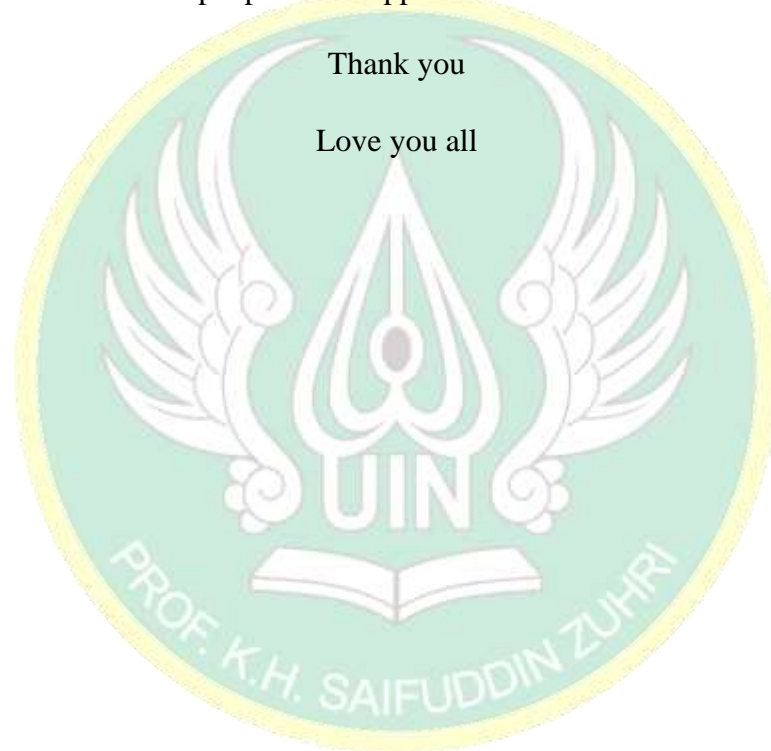
DEDICATION

I dedicate this study for my beloved parent, my father (Muhammad Zamir) and my mother (Muniro). Thanks for the prayer, support, and spirit.

It is for my brothers, Haris Hidayatullah, Muhammad Fatikh Al-Ma'ruf, and Muhammad 'Azmil Imtiyaz

It is for my sister-in-law, Arifatul Maulidiyah and my cute nephew Qorry 'Aina Salsabila

And for all of people who support me to finished this thesis



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First of all, I thanks to Allah SWT, the almighty who has been giving mercy and blessings until I was able to complete the thesis entitled ‘ ‘ The Implementation of Mind Mapping in Writing Recount Text at SMK Darul Abror Bukateja Purbalingga.’ ’

This script is the thesis that has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd).

Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable.

1. Dr. H. Suwito, M.Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., as the 1st Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
3. Dr. Subur, M.Ag., as the 2nd Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
4. Dr. Maria Ulpah, M.Si., as head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M.Pd. as head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
6. Maulana Mualim, M.A, as the Thesis Supervisor who has given all best guidance to finish this work. Your goodness, advices, attention and

prayer are always follows the successful. May Allah give back the goodness to you.

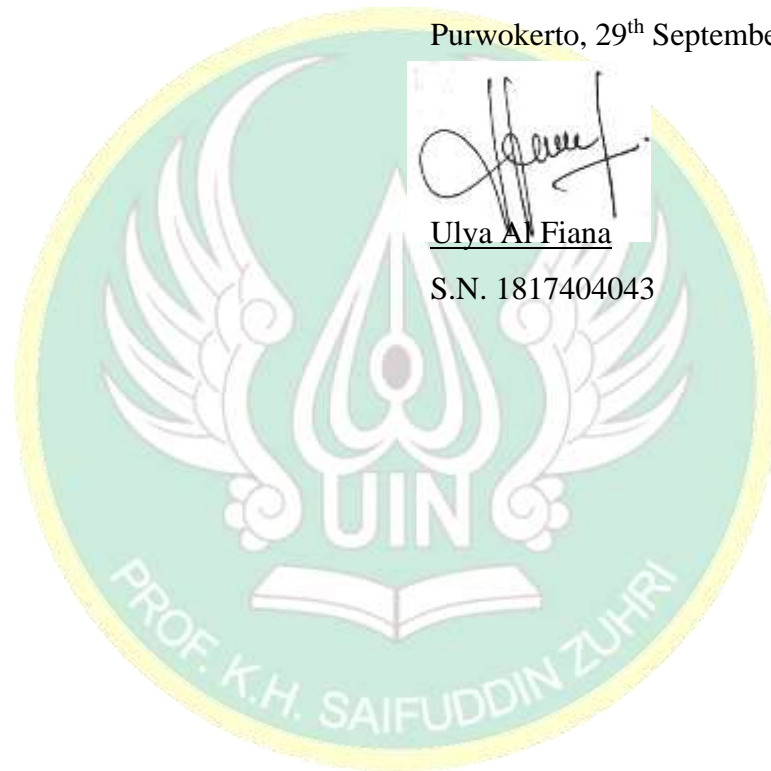
7. All lecturers of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto that have given the knowledge until the writer could accomplish this Thesis.
8. Mahful, S. Pd., M. Pd. As the headmaster of SMK Darul Abror Bukateja who has been giving me permission to conduct research at the school
9. All of the teachers of SMK Darul Abror Bukateja, especially Mrs. Mufidatul Laily, S. Pd. Who help the writer to observed the teaching and learning process
10. All of students of SMK Darul Abror Bukateja, especially X MM 1
11. The writer's family, my beloved father M. Zamir, my beloved mother Muniro, my big brother Haris Hidayatullah and M. Fatih Al-Ma'ruf, my lil brother M. 'Azmil Imtiyaz, my beautiful sister Arifatul Maulidiyah, and my cute nephew Qorry 'Aina Salsabila, who always supported and prayed me in every steps in life
12. Prof. Dr. K.H. Mohammad Roqib, M. Ag and Nyai Hj. Nortri Y. Muthmainah, S. Ag. as the supervisor at An Najah Islamic Boarding School for University students, who have been giving me a chance to study at the boarding
13. All my friends at An Najah Islamic Boarding School for University students, Yuyun Zuniar, Rifqo Yatul Ulya, Diana Noviyanti, Alivia Nuril Ithram, Khusnul Abdiyah, Reza Nur Faissyah, Inni Fathatun Nazihah, Khumaerotul Umami, Lili Rahayu Usfatun K, Nadia Maula Fitriani, Ofi Afiatun Hindun Ulfah, Siti Khofifah Novi, Nadilatur Rofiqoh, and Wilda Fatmala.
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15. All friends of An Najah'18, especially for Khayatul Afifah, Amelia Safitri, Maria Ulfah, Ellin Purnamasari, Nailiyatul Izzah, Rizka Imroatul Azizah, Siti Fatimah, and Dzahabiyyah Ummu Marzuqoh

16. All friends of TBI A'18 as my new family who had been coloring my life when studying in this university

17. All participants who have given me support and motivation that I cannot mention one by one, may Allah bless you.

Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weaknesses and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, 29th September 2022



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**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE IN
WRITING RECOUNT TEXT AT SMK DARUL ABROR BUKATEJA
PURBALINGGA**

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ABSTRACT

Writing is a productive skill in which writer to communicates his idea to a reader or group of readers. The process of writing must provide a series of planned learning exercises to help them understand the nature of writing at every point. To develop writing skills, a proper strategy and many practices are needed. One technique that can be used to learn how to write is the mind mapping technique. The aims of this research are: to describe the implementation of Mind Mapping technique in teaching writing skills at SMK Darul Abror Bukateja and to describe the responses of the tenth grades students of SMK Darul Abror Bukateja on the implementation of the Mind Mapping technique. The subject of this research is a teacher and 6 students. This study is qualitative descriptive. The data was collected by observation, interview, and documentation. The results of this research are the steps for teaching writing with mind mapping have been implemented by the teacher following the steps suggested by Buzan for teaching writing with mind mapping. There was a difference during implementation in the step where the teacher creates a recount text based on the mind mapping that was created. The students' responses were interested in the initial impression of Mind Mapping technique on learning writing recount text. The interest could eliminate the boredom of the students and increase their spirit, motivation, sincerity, and their learning lifetime. They feel that Mind Mapping technique is suitable to be applied in the learning process.

Keywords: *Mind Mapping, Recount Text, Writing*

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CHAPTER I

INTRODUCTION

A. Background of the study

English is an important subject in this global era because it requires Indonesian education to prepare students to master English. English is regarded by the international community as one of the international languages and the most widely used in the world.¹ In fact, English includes four language skills: reading, listening, writing, and speaking, as well as the ways in which they interact.² Those four language skills were taught separately based on the current methods and approaches. According to the 2006 school-based curriculum, the ability to complete communication is the ability to produce oral and written text in four skills. Writing is an important skill for students to learn because it allows them to express their ideas in written form.

According to Oshima and Hogue, writing in particular, is difficult.³ Developing this skill takes time and effort. One of the goals of English lessons is for students to be able to develop communication competence in both oral and written form in order to achieve literacy level, but students in Indonesia frequently struggle to find the idea that will be developed into paragraphs. In fact, good writers must work hard and practice a lot. They will initially struggle with writing their experimental drafts. In short, good writing is difficult to achieve because the most difficult step in writing is figuring out how to write a good opening paragraph, which is an important part of the entire text.⁴

In fact, many people are good in speaking but struggle with writing. In this regard, writing is regarded as more difficult than other basic language

¹ Catherine Prendergast, *Buying into English*, (Pittsburg: University of Pittsburg, 2008),

² Petter lucantoni, *Teaching and Assessing Skill in English as a Second Language*, (New York: Cambridge University Press, 2006), p.4.

³ Oshima, A. & Hogue, *Writing Academic English*, (Third Edition: Longman, 2000),

⁴ Permendiknas RI No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah, (Jakarta: BSNP, 2006),

skills.⁵ Furthermore, students must master at least one aspect of grammar and vocabulary that differs from our native language, Bahasa Indonesia in this case. Writing, according to Harmer, has always been a part of the English curriculum. According to the statement above, writing is an important and useful skill that we have mastered; students must be able to express their ideas in good writing form.

Teaching writing is a way of conveying messages or keeps a record of what is in our mind into written form.⁶ To ensure a successful teaching session, teachers must update their strategies and innovations to meet the needs of Gen-Z students. The existing teaching techniques, along with all of their recent modifications, should continue to evolve in tandem with the students' social and cultural changes.⁷ Teaching writing is one of the most interesting and challenging instructional activities that teachers face.⁸ We are all aware that writing entails more than just drafting and revising. Writing is a written productive language skill in which the writer communicates information to a reader or group of readers. Her/his skill is also demonstrated by her/his ability to apply language rules.

As a result, people should understand the writing process in order to achieve specific goals at each stage of the writing process. A series of planned learning exercises must be included in the writing process to help them understand the nature of writing at each stage. Furthermore, Richard claims that learning to write is the most difficult task that a learner faces, with few

⁵ Audrey L. Reynolds, *Exploring Written English, A Guide for Basic Writers*, (Boston: Little, Brown & Company, 1983), p. 3.

⁶ Irra Wahidiyati. The Effectiveness of Teachers' Corrective Feedback in Enhancing Students' Ability to Recount Text Writing. *Journal of English Education and Literature (JOEEL)*. Vol. 1 No. 1, March 2020. p. 1-10

⁷ Maulana Mualim, dkk, "The Strenghts and Piftalls of Google Classroom Application to Gen-Z Students Learning Hybridity" *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Vol 4. November 2019. P. 297. Accessed 17th September 2022 16.12

⁸ Mary C Karen Kuelthau Allan & Spadorcia, *Learning to Write with Purpose*, (New York: The Guildford Press, 2009), p. 2.

people claiming to have fully mastered it.⁹ In teaching and learning writing, a suitable approach is required that facilitates or guides students in exploring their thoughts or ideas in writing text.

Teachers must also assist students in expressing their ideas by using appropriate techniques that stimulate and motivate them. Furthermore, teachers must solve problems that students encounter while writing. According to Gunawan, teachers typically teach students about word formation, vocabulary, grammar, and writing theories while ignoring writing practice.¹⁰

Related to the statement above, it can be assumed that teaching writing is a difficult task because teachers must patiently guide students in the construction of paragraphs. Some teachers frequently employ technique to help students overcome problems in writing class. Mind Mapping is one of the techniques that can be used. Tony Buzan is the creator of the Mind Mapping technique. It is appropriate for use in writing classes. According to Buzan, Mind Mapping works like the brain, mimicking how ideas are returned up when the most recent information is passed between makes it easier and faster to build new connections and recall information. Mind mapping also allow students to be more creative, plan better, save time, and communicate effectively.¹¹

Related to the statement above, Naqbi stated that Mind Mapping assists students in planning and organizing their ideas for writing tasks.¹² It is reasonable to believe that Mind Mapping is one of the learning techniques that can help students improve their writing skills. Furthermore, it can help students overcome difficulties in generating ideas in writing class. Mind

⁹ Richards, J. C., & Reandya, W. A, *Methodology in Language Teaching*, (Cambridge University Press, 2002),

¹⁰ Gunawan, I.D, Collaborative Writing in EFL Classroom: A Qualitative study at English Department of Pasundan University Bandung, Unpublished Master Thesis. UPI Bandung, 2002, p.1.

¹¹ Think Buzan Ltd. Mind Mapping-Scientific Research and Studies, Accessed in 2022. p. 17-32 (thinkBuzan.com)

¹² Naqbi, S. A. "The use of Mind Mapping to Develop Writing Skills in UAE Schools, Education Business and Society: Contemporary Middle Eastern Issues, 4" 120-133: 2011, <http://dx.doi.org/10.1108/17537981111143855>.

mapping is a technique that allows students to easily absorb and extract information from their brains. Mind mapping is the simplest method for developing information in the human mind and retrieving information from the brain. It is a unique and effective method of mapping ideas. Mind Mapping are easier to follow than long tardy note-taking or listing techniques, which keep ideas in a top-down sequence and make it difficult to connect the last idea to the first in the list. Because this technique consists of colors, pictures, and some keywords, it can improve students' creativity and make them happy in learning. It can also make it easier for them to learn the English language, particularly in writing skills.

SMK Darul Abror Bukateja is one of the senior high school in Purbalingga. The English teacher of SMK Darul Abror Bukateja applied mind mapping technique to help them face the problems in English lesson, especially in writing skills. The use of the mind mapping technique makes the students easier to see the big picture of an idea. Mind mapping is able to improve students' ability to remember, concentrate, take notes as well as write recount text. Students no longer stop in the middle when writing, because they already have a framework from beginning to end.

Recount text is one of the texts that Senior High School second-year students must learn. According to the School-Based Curriculum, recount text is one of the texts that students must be able to achieve in addition to advertisement and narrative text. In this case, the researcher employs recount text to pique students' interest in writing class because recount text is a text that retells past events or experiences.

B. Conceptual Definition

Nasir argues that an operational definition is a definition given to a variable by giving meaning or personifying an activity or giving an operation that is needed to measure those variables¹³. Conceptual definition would be making easier the reader to know what this research about.

1. Teaching writing

¹³ Nazir. *Metode Penelitian/* Jakarta: Ghalia Indonesia. 1998

Teaching writing is a type of productive skill in which students produce written text by using three main writing processes. Teaching is the process of acquiring information, knowledge, and skills through direct instruction. Teachers can use appropriate techniques to learn new information, skills, and knowledge.¹⁴ According to Harmer, teaching writing is more than just dealing with features; it is about assisting students in communicating real messages in appropriate ways.¹⁵ It means that the teacher should understand how to help students understand writing. Mind Mapping is used by the English teacher at SMK Darul Abror Bukateja to teach writing. Based on the goal of teaching writing in the second semester, students are asked to create a recount, an announcement, and a simple routine task. This study, on the other hand, looked at the use of the Mind Mapping technique in teaching Recount Text because it helps the writer focus while conducting research.

2. Writing skill

Learning English is one of the things that people want to learn and also regarded as one of the things that many people, including students, find difficult of learn, particularly when it comes to learning to write. According to Harmer, writing is a method of producing language and expressing ideas, feelings, and opinions. Furthermore, he claims that writing is a process in which what people write is frequently heavily influenced by genre constraints, and that these elements must then be presented in learning activities.¹⁶ It can be interpreted that learning writing skills is an activity of learner develop the cognitive skills.

3. Mind Mapping

¹⁴ Desi Wijayanti Ma'rufah, Muflihah, Ulil Awaliyah. Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?. Tarling: Journal of Language Education Vol. 5, No. 1, Juni 2021. P. 50-71

¹⁵ Jeremy Harmer. The Practice of English Language Teaching Third Edition. New York: Longman. 1998. p. 34

¹⁶ Jeremy Harmer, How to Teach Writing, (Longman: Pearson Education Limited, 2004), p.31.

According to Hedge, Mind Mapping is a strategy for taking notes before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations.¹⁷ Mind Mapping might be appropriate to be used in writing process as a pre-writing step, especially in writing Recount Text which the students need to recall their information or past experience. Mind Mapping is one of the techniques that choose by the teacher to make the students write the Recount Text. Mind Mapping has implemented on tenth grades students of SMK Darul Abror Bukateja.

C. Research questions

1. How is the implementation of Mind Mapping technique in teaching writing recount text for tenth grade students of SMK Darul Abror Bukateja?
2. How are the responses of the tenth grades student of SMK Darul Abror Bukateja on the implementation of Mind Mapping technique in writing recount text?

D. Research Objectives

1. To describe the implementation of Mind Mapping technique in writing recount text at SMK Darul Abror Bukateja
2. To describe the responses of the tenth grades students of SMK Darul Abror Bukateja on the implementation of the Mind Mapping technique in writing recount text

E. Significance of Research

This research is expected to benefit both the teacher and the students:

1. Theoretical significance

It increases knowledge of English teaching and writing learning.

¹⁷ Hedge T, *Writing: Resource Books for Teachers*. Oxford University Press. 1988

2. Practical significance

a. Teacher

- 1) It helps the teacher the teacher in finding a better solution for English teaching.
- 2) It helps to enhance and develop the quality of the teaching and learning process.

b. Students

- 1) It can help students in better understanding the material.
- 2) It can encourage students to learn English.

F. Outline of Discussion

The researcher organizes this research in order to make reader easier to understand overall content of this research. The following shows the content covered in this research.

Chapter I is a Background of Study, Conceptual Definitions, Research Question, Research Objectives

Chapter II is Literature Review of The Implementation of Mind Mapping Technique in the Activity of Writing Skill in SMK Darul Abror Bukateja Purbalingga

Chapter III is Research Method of The Implementation of Mind Mapping Technique in the Activity of Writing skill in SMK Darul Abror Bukateja Purbalingga

Chapter IV is Finding and Discussion

Chapter V is the conclusion that contains the conclusions and suggestions that are the end of a brief study result.

The last section contains references, attachments, and biodata of the researcher.

CHAPTER II

LITERATURE REVIEW

When conducting research, a literature review is performed. In this case, Brown and Rogers suggested that any research study should be built on the shoulders of previous studies. The study frequently begins with a literature review in order to acknowledge the debt to previous studies and show where the new study fits into the field.¹⁸ Based on the statement, this research presents the related literature as follows.

A. Writing

Writing is the one of the skills in English that have mastered by the students. Writing can communicate thoughts and ideas in readable form.

1. Definition

The four languages skills that learners must learn during the language learning process are listening, speaking, reading, and writing. Speaking and writing are considered productive skills, whereas listening and reading are considered receptive skills. Writing, according to Raimes, is more than just putting words on paper. Writing is a type of written language that necessitates the use of standard grammar, organization, and vocabulary. It implies that in order for the reader to understand what the writer writes. The writer must master the use of grammar and vocabulary.¹⁹

In addition, Brown defines writing as the written product of thinking, drafting, and revising, all of which require specialized skills in how to generate ideas, organize them coherently, use discourse markers, rhetorical conventions into a written text, revise texts for clearer meaning,

¹⁸ James Dean Brown and Theodore S. Rodgers, *Doing Second Language Research*. New York: Oxford University Press. 2003. p. 36.

¹⁹ Raimes, A., *Techniques in Teaching Writing*. Oxford University Press: New York. 1983

edit texts for appropriate grammar, and produce a final product.²⁰ Writing involves some language components (spelling, grammar, vocabulary, and punctuation).

Furthermore, Harmer claims that writing is the only skill whose components enable learners to create a real product that is touchable, readable, and durable over time.²¹ Perkins also claims that writing is a process that necessitates writers to develop a cognitive awareness of the writing options available to them.²²

Writers must be reminded and informed about the options available to them in order to make content and style decisions. According to some of the definitions above, writing is the process of discovering ideas and determining how to organize them. To communicate one's ideas, critical thinking is required. It is the result of a number of mental efforts that must be combined and organized while thinking, drafting, and revising. It is a combination of processes and products. It must be deliberately cultivated. It is a result of the author's activities and refers to the process of gathering ideas in order to create text that can be read by readers.

1. The Process of Writing

According to Richards and Renandya, the process of writing consists of four basic stages. They are in the process of planning, drafting, revising, and editing.²³

a. Planning

The first step in the writing process is planning or pre-writing. It is a writing exercise designed to encourage and inspire students to write. Because the goal is to encourage students to write, writing

²⁰ Brown, H., *Teaching by Principles: An interactive Approach to Language Pedagogy*, New York: Pearson Education. 2001

²¹ Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004),

²² Perkins, Ray, 2005, Teaching Writing. <http://wac.colostate.edu/journal/vol9/perkins.pdf>. Accessed on 9 January 2022

²³ Richards, J. C. & Renandya, W. A., *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. 2002

activities must be planned to provide them with writing learning experiences. They spend time at this stage brainstorming ideas, reading, and discussing the topic for their paper.

b. Drafting

According to Harmer, drafting is a type of raw writing that must be revised before the final product is finished. Students work in groups at this stage to create a rough draft of their writing based on the ideas discussed previously. They are concerned with the fluency of their writing rather than the grammatical accuracy and neatness of their draft. Students must pay attention to the content and meaning of the writing while writing. The goal of drafting is to force people to express themselves clearly.

c. Revising

Revising is done to improve the overall content and organization of ideas so that the writer's intention is clearer to the reader. In this step, the students read the draft first. The draft is allowed to be revised and corrected by the students. It is critical to review previous ideas, maintain the coherence and flow of the writing, stimulate new ideas, and look for errors.²⁴ Students work in groups to evaluate their writing and brainstorm ways to improve it.

d. Editing

They are now preparing their final draft of their writing, which will be graded by the teacher. They improve their writing. At this step, the students' primary activity is to correct their mistakes in grammar, spelling, punctuation, vocabulary, and capitalization. Oral or written comments from peers or teachers may influence the editing process.

2. Strategy in writing Process²⁵

²⁴ Nation, I. S. P., *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009),

²⁵ O'Malley, *Authentic Assessment for English Language Learners*. USA: np. 1996. p. 149.

Strategy in writing process decided into four process. They are:

- a. Pre-writing Strategies
 - 1) Develop topic before writing
 - 2) Considers topic approach
 - 3) Discusses topic for writing
 - 4) Create an outline or a schematic organizer
- b. Writing Strategies
 - 1) Monitors writing (rereads, review, backtrack)
 - 2) Employs an adaptive technique (for example skip a word, makes substitutions)
- c. Post-writing Strategies
 - 1) Edits (word-level changes)
 - 2) Revises (sentences-level changes)
 - 3) Rewrites (competition-level change)
 - 4) Gets feedback from other
- d. Application and Interest
 - 1) Write to pleasure
 - 2) Uses writing to communicate
 - 3) Actively seeks guidance in writing activities
 - 4) Write in subjects other than language arts
 - 5) Participates in the discussion about writing
 - 6) Share writing with other
 - 7) Edits writing others

B. Mind Mapping

Mind mapping is created by writing down a central theme and then brainstorming new and related ideas that radiate out from the center. Mind mapping can be strategies to help the students develop their ideas.

1. Definition

Steele stated Mind Mapping is a strategy for making notes on a topic prior to writing.²⁶ It's a well-organized strategy that shows the (hierarchical) relationship of ideas. Mind Mapping technique, it can be stated, focuses on prewriting, which allows students to freely write down ideas on blank paper. It also allows students to generate ideas using pictures or color words, which gives them flexibility and interesting features. Furthermore, Mind Mapping technique can help students discuss information or words that they do not understand. Students will enjoy writing a paragraph because Mind Mapping directs their writing through its keywords.

According to Buzan, Mind Mapping allows different types of learners to excel, especially beneficial for gifted students because it does not limit their learning but instead allows them to develop their creativity in limitless ways.²⁷ Based on the statement above, a mind map allows students to freely explore and express everything in their minds.

According to Hedge, Mind Mapping is a strategy for taking notes before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations.²⁸ According to Hayes, who agrees with Hedge, Mind Mapping allows students to turn random thoughts into patterns that can be written down and developed.²⁹ Students become more motivated to complete a writing assignment as their ideas emerge in organized forms. Mind Mapping, as the name suggests, assists writers in exploring their ideas or maximizing their brain to develop their writing skills. Mind Mapping provides some features that pique

²⁶ Steele, V. 2012. Using mind maps to develop writing. <http://www.teachingenglish.org.uk/articles/using-mind-maps-develop-writing>. Access on March 14th, 2022

²⁷ Buzan T. *The Ultimate Book of Mind Maps*. London: Harper Collins Publisher Ltd. 2005

²⁸ Hedge T, *Writing: Resource Books for Teachers*. Oxford University Press. 1988

²⁹ Hayes & David A., *A Sourcebook of Interactive Methods for Teaching with Text*. United State of America. 1992

students' interest and make them eager to use it in order to entice them to use it.

Based on the discussion thus far, it is clear that Mind Mapping has a wide range of applications in all aspects of life, including personal, family, educational, and business settings where improved learning and clarity of thought can improve human performance. Mind Mapping is a technique that helps students think and remember more effectively, solve problems, and act. It also promotes creativity, flexibility, and thinking outside the box. As a result, Mind Mapping in text writing is expected to help students improve their writing abilities.

2. Advantages and disadvantages of Mind Mapping

The technique that used to learning activity had advantages and also disadvantages, included Mind Mapping technique. Here the advantages and disadvantages of Mind Mapping technique.

a. Advantages

According to Plotnik, the main benefit of Mind Mapping is the use of a visual symbol that is simple to create. It is also simple to scan for specific or general ideas. Furthermore, Hofland contends that Mind Mapping as a creative aspect, can contribute to a learner's motivation. According to Bono 1969, cited in Hofland, creativity is a great motivator because it makes people interested in what they are doing.

According to Buzan, Mind Mapping helps the students in terms of:

- 1) Plan
- 2) Show the connection between the part of the separated information
- 3) Become more creative
- 4) Save time
- 5) Solving the problem more effective
- 6) Be more focus on learning
- 7) Develop and clarify thoughts
- 8) Remember to be better

9) Learn more quickly and efficiently

Meanwhile, Michalko stated several advantages of using Mind Mapping, such as the ability to activate people's entire brains, clearing the mind of mental clutter, allowing people to focus on the subject; assisting in the demonstration of connections between isolated pieces of information, providing a clear picture of both the details and the big picture, allowing people to the group and regroup concepts, encouraging comparisons between them and requiring people to concentrate on it.³⁰

As supporting evidence of the advantages of the Mind Mapping technique, a study which had done by Jain showed that his students who used Mind Mapping showed better performance than those not using Mind Mapping technique. His study proved that Mind Mapping could improve long-term memory for better memory formation.³¹

It can be concluded that using Mind Mapping can help students generate ideas, memorize information, and be more creative when writing. Mind Mapping can be used by a teacher to teach writing in the classroom. According to the benefits of Mind Mapping, it assists students in planning before they begin writing. Mind Mapping can thus be used as a pre-writing activity.

b. Disadvantages

According to Hofland, Creating Mind Mapping, it may take some times. His statement concludes that students require a significant amount of time to read and review the material based on sub-topics or branches.³² We must not be blinded by the powerful advantages that

³⁰ Think Buzan Ltd. Mind Mapping-Scientific Research and Studies. Accessed in 2022. P. 17-32 (thinkBuzan.com).

³¹ Saroj Jain, "The Comprehensive Study of How Mind Mapping Technique Helps to Understand Concepts and Ideas in Science Teaching" International Journal of Scientific and Research Publications, Vol 5, 2015, p. 285.

³² Hofland, C. Mind Mapping in the EFL Classroom. Fontys Hogescholen: Fontys Teacher Training College Sittard. 2007.

mind-mapping provides, and we must also acknowledge the disadvantages of mind-mapping.

First, Mind Mapping is not new in the teaching and learning process, it is not widely used in schools. Budd claims that when first using the mind-mapping technique, students will probably find it strange to create even one very simple mind-map.³³ As a result, the students may perceive the experience as time-consuming. This, however, must appear only at the beginning. There is only one way to deal with it: any students who use mind-mapping techniques to improve their learning must practice on a regular basis.

Another disadvantage of Mind Mapping is that it employs a large number of images, symbols, and colors. Some students may find it difficult to use the mind-mapping technique as a result of this. Because the students must use colored pencils or crayons, they may feel uneasy knowing that other students are writing in their notebooks. Furthermore, not all students are talented at drawing and coloring. It appears awkward as well, and symbols and colors them when creating Mind Mapping.

3. Types of Mind Mapping

According to Buzan, there are two types of Mind Mapping: hand-written mind maps and Mind Mapping software. A hand-writing mind map is one that is made by hand, whereas a soft-ware Mind Mapping is one that is made with computer software. Both can help people organize their thoughts. The following will explain the distinction between hand-written Mind Mapping and Mind Mapping software.

a. Mind Mapping by Handwriting

According to Buzan (2005), the traditional mind map technique includes hand-writing mind maps. Students can use this

³³ Budd, J. W., *Mind Mapping as Classroom Exercises*, (Minnesota: University of Minnesota, 2003),

technique to develop or write their ideas as creatively as they want based on their imagination. The writers can create their own mind map and write keywords.

Figure 1. The example of Mind Mapping by handwriting



Source: <https://www.nesabamedia.com/contoh-mind-mapping/>

b. Mind Mapping by software

According to Buzan, Mind Mapping software, also known as computer Mind Mapping, is a 'Digital ink' that allows users to input data directory via a computer screen with a digital pen. By automatically creating mind maps, editing, analyzing, creating different views, navigating, linking information to sources, generating new mind maps, sharing Mind Mapping, and converting Mind Mapping into reports, presentations, and plans, this Mind Mapping software increases personal productivity.

Figure 2. the example of Mind Mapping by software



Source: <https://medium.com/dot-intern/6-cara-membuat-mind-ma-e8e8a24d4c4b>

4. Steps of Mind Mapping

Buzan gives seven steps in making Mind Mapping.³⁴ The steps are:

- 1) Start in the center of the landscape blank paper
- 2) Make a central image that represents the topic about which you are writing thinking
- 3) Use multiple colors throughout the mind map
- 4) The lines should be connected, starting from the central image
- 5) Make curve lines, not straight lines
- 6) Use a keyword in each line
- 7) Use images as much as you can

C. Recount Text

Recount text is one of the kinds of text that learned by the students. It is retell about entire story.

1. Definition

According to the School-Based Curriculum 2013, students in Senior High School must learn certain types of text, one of which is Recount Text. Recount Text is a text that is so close to the students' lives that it usually tells a personal experience. Recount text is a piece of text that retells past events, usually in the order they occurred. The purpose of Recount Text is to provide the audience with a description of what happened and when it happened.³⁵

According to Cakrawati, Recount Text is a development of a sequence of events and in recount, the writer is arranging past experience.³⁶ The purpose of Recount Text is to tell what happened or to retell events for the purpose of informing and entertaining.

³⁴ Tony Buzan. *Buku Pintar Mind Map*. Jakarta: Gramedia Pustaka Utama. 2005. P. 11-16

³⁵ Cholipah, 2014, "An Analysis of Students' Error in Writing", p. 54.

³⁶ Cakrawati, L. M. 2018. "Recount Text in SFL Perspective: Pedagogical Implication based on Student's Writing Analysis", *Register Journal*, 11(2), p. 210. doi:10.18326/rgt.v11i2.210-227.

2. Types of Recount Text

According to Cholipah, there are four types of Recount Text:

a. Personal recount

Personal recount is a text used to retell about personal experiences that have been passed by the author using the first person (I, We) such as bad or happy experience, holiday, and postcard.

b. Factual recount

Factual recount is a text that contains reports of events that actually happened and not based solely on opinion. Like for example traffic accidents and other reports.

c. Imaginative recount

Imaginative recount is a type of Recount Text that serves to present imaginative stories based on events, as well as events that have occurred or experienced which are then written into text such as fiction.

d. Biography recount

Biography recount is a type of Recount Text that contains and discusses the history that has happened in ancient times or tells the life of a heroes using a third person (She, He). Based on the explanations above, there are four types of Recount Text. In this research, the researcher focuses on the personal experience because conducted based on material in first grade and the students interesting in retell a personal experience

3. The Generic Structure of Recount Text

According to Rosyadi Arifian M, Recount Text usually has three main sections: Orientation, Sequence of events, and Reorientation.³⁷ The generic structure in Recount Text as follow:

Step 1 Orientation

³⁷ Rosyadi Arifian M. Learning Material Junior High School Grade VII. <https://arifianunnes3.files.wordpress.com>. p.1

In this part, the students introduce who are the participants of the story, where the place and when time happened 5 W + 1H questions (Who, What, Where, When, Why, and How) of the story are used in order to have systematic and through information.

Step 2 Event

The writer retells a series of events that happened in the past. The students tell about the activities that they have done and the chronological of the events. The students also explain what they feel when doing the activities.

Step 3 Reorientation

The students tell about the end or conclusion of the activity that has done and what the feeling of the participant after doing that events.

4. Language Features

Rosyadi Arifian M stated that there are five language features in Recount Text, they are:³⁸

a. Introducing personal participant or specific participant

Personal participant of the story show who the actor of the story (who is the person that have done the activity). To show the person writer use I, she, he, person's name, my group, etc.

b. Using chronological connection

Recount Text is a text retell about an event in the past chronologically. In retelling what the events that happened, the students using chronological connection example; then, first, second, etc. Its purpose to make the reader understand about the chronological of the events.

c. Using linking verb

The students arranging Recount Text, the students need to use a linking verb. Using linking verbs is to show that the participant existed

³⁸ Rosyadi Arifian M. Learning Material Junior High School Grade VII. <https://arifianunnes3.files.wordpress.com>. p.1

in doing something. The example of linking verbs; was, were, saw, heard, etc.

d. Using action verb

Recount Text is students' activity to retell about events that there were some activities that the participant did, the writer using action verb in arranging recount, example; looked, went, changed, etc.

e. Using simple past tense.

The Recount Text is a text that retell about what happened in the past, so in arranging a Recount Text, the writer should be using past tense. Its purpose is to show that the story happened in the past.

5. The example of recount text

Here the example of recount text.³⁹

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a

³⁹ M. Arifin Rosyadi, *Teaching Material Development*.
<https://arifianunnes3.files.wordpress.com>.

center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

D. Previous Studies

The first research was conducted from Edy Waloyo entitled “The Implementation of Mind Mapping Technique in Teaching Writing: A Case Study at MAN 13 Jakarta”. This study is qualitative research. The findings of this study show that teaching writing through Mind Mapping technique shows that students do not directly understand how to draw Mind Mapping but are guided to write narrative text through Mind Mapping after several processes of doing Mind Mapping. According to the findings of this study, students can comprehend the text organization of the narrative, the tense, and the sequences of the story in general by using Mind Mapping. It is obvious that teaching writing is a difficult task that requires a creative person to organize the class using various approaches, methods, and techniques that are appropriate for students' needs and capable of overcoming problems in the teaching and learning process.⁴⁰ The difference of this research with the research of researcher is the text that learned by the students is recount text.

The second research was from Siti Alisah Rahmawati entitled “The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School”. Based on the findings of the researcher's research, it is possible to conclude that the steps in teaching the Mind Mapping technique were successfully implemented by the teacher. The teacher's method is similar to Kureasin's steps for teaching writing with the Mind Mapping technique. There was a

⁴⁰ Waloyo & Edi, “The Implementation of Mind Mapping Technique in Teaching Writing: A Case Study at MAN 13”, Jakarta. *ELT-Echo*, Volume 2, Number 1, June 2017.

difference during implementation in the step where the teacher creates a text based on the mind mapping that was created. In this study, for example, the teacher reverses the activity by creating a mind map from an existing Recount Text. It was done with the intention of making it easier for students to grasp the concept of creating a mind map before writing a Recount Text.⁴¹ The difference of this research with the research of researcher is the theory that used in the research to know the steps of the implementation of Mind Mapping in writing skills. This research used Kureasin's theory but in the research of researcher is used by theory of Brown.

The third research was done by Rafnalli Syuhaemi entitled "Implementasi Metode Mind Mapping untuk Meningkatkan Kompetensi Writing".⁴² The results of this research is after the implementation of the Mind Mapping method study, researchers concluded that the use of the Mind Mapping method in the writing of the monologue text of the text is particularly interesting to students, and students are very happy or enthusiastic about teaching using the Mind Mapping method. Students also appear to be capable of performing assigned tasks correctly and in groups as well as individually. The Mind Mapping method is essential in English studies, particularly in competence writing. Students are able to express their ideas through clue-clue from which they write into a simple sentence, making it easier for the student to write simple paragraph in the form of the textual by creating an elaborate framework in the form of Mind Mapping. The difference of this research with the research of researcher is the text that should to learned by the students is monologue text but in the research of researcher is recount text.

⁴¹ Rahmawati & Siti Alisah. "The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School", RETAIN. Volume 6 Nomor 2: 2018, 195-2058

⁴² Rafnelli Syuhaemi, "Implementasi Metode Mind Mapping untuk Meningkatkan Kompetensi Writing", Jurnal Pendidikan Tambus: 2018.

The fourth research was a thesis from Farid Fahmi entitled ‘‘Implementing Mind Mapping Technique to Develop Students’ Writing of Procedure Text’’. The study was conducted in two cycles and three meetings in each cycle. The data was gathered in this study through observation sheet, interview guideline, and test. Based on the research at the ninth grade of SMP Islam Ruhama Cirendeu in the academic year 2019/2020, it can be concluded that the students could improve their writing skills of procedure text through Mind Mapping. Several facts supported this claim: based on observation results, students were more interested and motivated to learn how to write procedure text. It was demonstrated by students’ eagerness to participate in learning, as evidenced by their ability to correctly create a procedure text. In line with the findings of the interview, teachers and students reacted positively to the use of Mind Mapping. Students were enthusiastic about learning, and their comprehension of procedure text improved, particularly in organizing steps. It was evident from the test results. Furthermore, the technique, according to the teacher, would be an alternative method of teaching and learning to write.⁴³ The technique for collecting the data of this previous research was different of this researcher. The researcher used qualitative approach to collect the data

The fifth research was conducted from a thesis entitled ‘‘Mind Mapping Method to Improve Students’ English Writing Skill in SMP Negeri 1 Bangil’’ by Anisa Lara Ariska. This study was a quantitative one. The pre-test and post-test about Recount Text were used in the research technique. The questionnaire was also used to investigate the students’ Mind Mapping experiences. The study’s findings show that writing skills based on a pre-test of 8B were 42.71 and 8C were 41.06, indicating that students’ ability was poor because it was less than 50. On post-test, the writing ability of 8B students is good (72.29), whereas the ability of 8C

⁴³ Farid Fahmi, ‘‘Implementing Mind Mapping Technique to Develop Students’’ Writing of Procedure Text, Syarif Hidayatullah State Islamic University Jakarta: 2019.

students is fair (64.70). It means that the Mind Mapping method successfully improved students' Recount Text writing skills.⁴⁴ This previous study used quantitative approach for collecting the data but in the research of researcher used qualitative approach.

From some previous studies above can be concluded that the similarity of this research with the previous research is the same using the Mind Mapping technique in writing class. The differences in this research are the subject and object of research, place of the research and technique collecting the data.



⁴⁴ Anisa Lara Ariska. entitle Mind Mapping Method to Improve Students” English Writing Skill in SMP Negeri 1 Bangil. Universitas Gajah Mada 2018.

CHAPTER III RESEARCH METHOD

A. Research design

This study takes a descriptive qualitative approach it is called qualitative approach because it provides a systematic, factual, and accurate description of a situation or area. According to Richard and Schmidt, Qualitative research is any research that uses procedures that use non-numerical data, such as interviews, case studies, or participant observation.⁴⁵

Furthermore, Angrosino stated that qualitative research is a process of inquiry aimed at understanding human behavior by constructing complex, holistic pictures of the social and cultural contexts in which such behavior occurs. It examines words rather than numbers and reports on the specific perspectives of those studied. The purpose of qualitative research is to understand the what, how, when, and where of an event or action in order to determine its meaning, concept, definitions, characteristics, metaphors, symbols, and descriptions.⁴⁶

Creswell stated that qualitative research is an effective way to investigate and comprehend a central phenomenon. To learn about this phenomenon, the inquirer asks broad, general questions to participants, collects detailed responses in the form of words or images from participants, and analyzes the data for description and themes.⁴⁷

From the definition above, qualitative research is research that focuses on the research process when investigating social phenomena. It entails using specific methods or techniques to collect data in the field, followed by clearly describing and explaining the data.

⁴⁵ Richards, et al., *Language Teaching and Applied Linguistics*. Edinburg Gate: Pearson Education Limited, 2002), P. 435.

⁴⁶ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* Malang: UM Press. 2013. P. 75-76

⁴⁷ John W. Creswell. *Planning Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition*. Boston: 2012. p.626.

B. Research Context

In this part consists of place of research, subject and object of research, and time of research.

1. Place of Research

The research was carried at the SMK Darul Abror Bukateja in the academic year 2021/2022. SMK Darul Abror located at jl. Waru Doyong, Dusun 3, Bukateja, Bukateja subdistrict, Purbalingga Regency, Central Java.

2. Subject and Object of the Research

The subject of this research is an English teacher and students. The teacher was 31 years old. She graduated from one of a university in Purwokerto with a major in English education study program. The total of students in the class was 32 students. 6 of the students are taken as samples for this research. They are 2 males and 4 females.

3. Time of Research

This research was done from 24th May 2022-14th June 2022.

NO	ACTIVITIES	TIME	PLACE
1.	Observing teacher	24 th May 2022	SMK Darul Abror Bukateja
2.	Observing teacher and students	31 st May 2022	SMK Darul Abror Bukateja
3.	Observing making Recount Text individually or in group	7 th June 2022	SMK Darul Abror Bukateja
4.	Interviewing teacher and students	14 th June 2022	SMK Darul Abror Bukateja

C. Technique of data collection

The technique of collecting the data that used in this research are:

1. Observation

Observation is a method of collecting data when the researcher takes note of information during research. According to Sugiyono, observation is a collecting data method that uses observation of the object

of research.⁴⁸ It is a kind of technique that collects data conducted in observing the object of research directly. Then, the results of the observation were written on field notes. Moelong stated that field note is very important tool in qualitative research. At the time of field research notes after returning home or place of residence then compile field notes.⁴⁹

This research used classroom observation. The observation focused on the process of learning during the implementation of Mind Mapping in writing Recount Text. The observations were carried out in three meetings to learn about the process of teaching writing Recount Text. Every meeting had the same activities, but the materials were different. The teacher conducted pre-activity, whilst-activity, and post-activity.

The researcher's observation of the implementation of writing Recount Text using Mind Mapping was divided into three meetings. They are on 24th May, 31st May, and 7th June 2022. The researcher described and observed all of the activities that took place in class, both by the teacher and the students.

The process of teaching writing Recount Text using Mind Mapping was observed, as well as the problems encountered by students and teachers while teaching and learning process. The observation checklist had been prepared for use during the observation process. During the observation, the researcher takes notes and pictures to analyse the data.

2. Interview

Interview in qualitative research is important. According to Creswell, the interview is the process to get the detail of the insight into the feel and interpret the social world.⁵⁰ It also explores the views, experiences, and beliefs of the individuals. This research will use semi-structural interviews to get more detailed information about the interviewee. The interviewee will

⁴⁸ Sugiyono. *Metode Penelitian Pendidikan*. Bandung: PT. Alfabeta. 2006

⁴⁹ Lexy J. Moelong, M. A. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya. 2000. p. 135

⁵⁰ Creswell. John W. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar. 2012

choose by purposeful sampling. The researcher selects the individuals and sites to understand the central phenomenon. Getting the data through the interview is prepared by the form bellow.⁵¹

Time :	
Day/Date :	
Place :	
Object :	
Interviewer:	
Informant :	
Description	
Situation	Transcript:
Reflection	

Table 1. Form of interview activities

The researcher conducted an interview with an English teacher and 6 of tenth grade students of SMK Darul Abror Bukateja. The researcher conducted an interview in 14th June 2022 with various questions that was prepared. Through an interview the researcher got some information about how the teacher teach the students used Mind Mapping technique and confirm the observation results.

3. Documentation

Documentation is the method to get data in the form of notes, transcripts, books, magazines, etc. in other words, documentation is used to get the student's list in order to know the number of samples.⁵² Documentation is the procedure used by the researcher to collect important data by seeking and taking all the data in the form of the written word. This documentation support the main data. The documentation also checked the previous data from lesson plan.

⁵¹ Farida Nugrahani. *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. P.159-162

⁵² Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: PT. Alfabeta. 2006). p. 329

The researcher did documentation using analyse the lesson plan that was created by an English teacher. The researcher got information about the goals of the learning, the activities that did by an English teacher in the classroom and the material that delivered by an English teacher to the students.

D. Data Analysis

The data analysis used in this study, particularly in qualitative research is an activity that occurs and carried out during the investigation process, rather than afterward. The technique that will use in data analysis are:

1. Data reduction

In this section, the researcher will present the process of assessing the data through selecting, focusing, transforming, and simplifying the data. The data will gather from the interview, observation, and documentation. The purpose of reducing the data is to make it clear, easy to understand, and use.

In collecting the data, the researcher conducted interview and observation with English teacher at SMK Darul Abror Bukateja. The researcher also did interview and observation with grade 10th MM 1 students of SMK Darul Abror Bukateja. The interview was conducted through WhatsApp chat. While the researcher conducts observation while teaching and learning process. It is necessary to select which data must be used to reduce data. The researcher collect data and select data that relevant to the topic and discards data that is not required for the study.

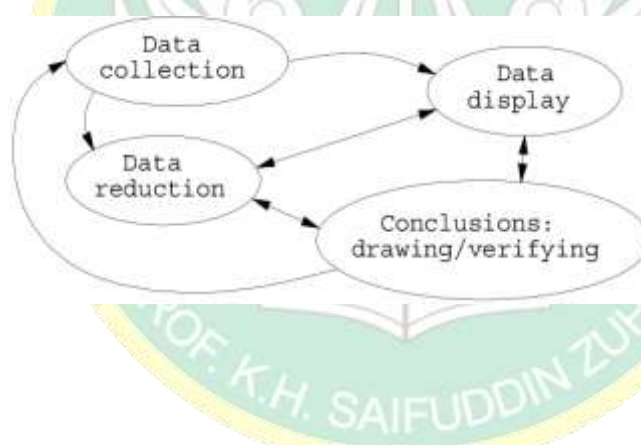
2. Data display

Data display will help to comprehend something happening and do something. It means that the data display will organize and assemble to allow for the drawing of a conclusion. To provide the results related to the data in this research, the researcher used descriptive to provide the results of the data obtained. The researcher gathered information through

interview and observation with an English teacher and students. the researcher also did documentation as proof that the researcher was carried out.

3. Conclusion drawing

In this section, the researcher verification the data. The data triangulation was gained from the interview, observation notes, and also data analysis. Meanwhile, drawing a conclusion is the last step of data collection which should follow data reduction and data display before⁵³. The researcher created research-related questions addressed to an English Teacher of SMK Darul Abror Bukateja and grand 10th MM 1 students at SMK Darul Abror Bukateja. After receiving responses to the research questions and answers that are accurate and relevant to the study. Furthermore, to support the validity of the research, the researcher conducted documentation as proof that research had been conducted.



Interactive model of data analysis (Miles & Huberman, 1984)

E. Research procedure

The procedures of the research used are as follows:

1. The researcher found the population and the sample. The researcher was chosen the school and the sample that conducted the research

⁵³ Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications. 1994

2. The researcher come to the class with the teacher in order to make observation when teaching learning process will conducted.
3. The researcher distributed questionnaires to students after the process of teaching and learning.
4. The researcher interviews the teacher and the students after students submitted the questionnaires.
5. The researcher analysed the noted of the observation, interview, and documentation.
6. The researcher makes the research report. Finally, after analysing the raw data gathered, the researcher concluded the research finding and reports it.

F. Data Credibility

In the qualitative research, the data is stated valid if there is no difference between the reported research with what actually occurs in the object studied.⁵⁴ According to Sugiyono triangulation as qualitative research cross-validation. It evaluates data sufficiency based on the convergence of multiple data sources and multiple data collection procedures.⁵⁵ According to Sugiyono, triangulation is qualitative research cross-validation. Additionally, the data must be checked for sturdiness and confirmability. The writer used a triangulation strategy to validate the data. To obtain the valid findings of this study, the researcher examined multiple sources, such as interview responses and observational data.

⁵⁴ Salim and Haidar. *Penelitian Pendidikan Metode Pendekatan dan Jenis*. Penerbit Kencana. 2019. P. 118-119

⁵⁵ Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: PT. Alfabeta. 2006). p. 372

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher discussed the result of the research. The result is taken from the result of observation, interview, and documentation to answer the research questions. the researcher discusses the result of the research which is done in X MM 1 SMK Darul Abror Bukateja in the academic year 2021/2022. the discussion gives the explanation.

A. Findings

1. The implementation of Mind Mapping in Writing Recount Text

In preparation, before beginning the teaching and learning activities, the teacher created a lesson plan. The teacher explained the learning objectives and basic competencies to be achieved by the students. The learning objectives were analyzing the social function, the structure of the text, and the language features in recount text related to the experiences and presenting recount text that related to the experiences.

The main competence that had to achieved by the students could be shown in the capture below.

KOMPETENSI INTI :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural, berdasarkan rasa ingun tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemamusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Figure 3. main competences

Based on the lesson plan this learning activities had some goals. It could be shown in the capture below.

A. Tujuan Pembelajaran :

Setelah mengikuti kegiatan pembelajaran melalui model discovery learning dengan pendekatan saintifik, peserta didik dapat:

1. menemukan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan teliti
2. membuat mind-mapping tentang recount text
3. membuat recount text sesuai dengan cara yang diajarkan guru

Figure 4. the capture of Learning Objectives

In this study, the basic competencies are 3.7 and 4.7

Kompetensi Dasar
<p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.</p>
<p>4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

Figure 5. the capture of basic competencies

The preparation was related to the learning activities in the lesson plan above.

B. Kegiatan Pembelajaran

Pendahuluan	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskan hal yang penting. Mereka diberi sebuah gambar terkait recount text dan contoh sebuah recount text. Peserta didik saling memberikan informasi pengalaman pribadinya.
KegiatanInti	<p>Pertemuan 1</p> <ol style="list-style-type: none"> 1. Peserta didik membentuk kelompok berisi 3-4 siswa untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan recount text dari berbagai sumber. 2. Peserta didik menuliskan hasil diskusinya dalam sebuah mind mapping. <p>Pertemuan 2</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan hasil diskusinya dengan kelompok lain. 2. Peserta didik saling memberi sanggahan atau pertanyaan kepada kelompok lain. <p>Pertemuan 3</p> <ol style="list-style-type: none"> 1. Peserta didik menyusun sebuah recount text dengan bantuan mind mapping yang dibuat terlebih dahulu.
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali. 2. Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Guru memberikan umpan balik hasil refleksi yang dilakukan. 4. Guru menyampaikan materi pembelajaran pertemuan berikutnya.

Figure 6. the capture of learning activities

The teacher began the class by writing to the students before doing the learning process. She continued asking about the material last week. After that, the teacher gave motivation and guide to view, observe, and write the important things. They are given a text related to the Recount Text. After that, students provide each information about their personal experiences.

a. Pre activity

The teaching process started at 10.10 a.m. The material for teaching the learning process such as examples of the text, whiteboard, and marker was prepared by the teacher before the lesson. The teacher stood up in front of the students and the researcher sat behind the students. During the class research the activities and situations in the class.

Before the class began, the teacher opened the class with a greeting. The teacher got writing to the students and they gave a good response. The teacher used mixed languages. They are Bahasa and English. Moreover, most of the students did not understand what the teacher meant when using English. After that, the teacher checked the attendance before starting the lesson. Then, the teacher asked the students What the materials that learned in the last week. Some of them answer correctly. After warming up, she explained to them that they would learn about Recount Text using Mind Mapping technique. Before the teacher taught about Recount Text using Mind Mapping technique, students decided into some groups each group consist of 3-4 students.

In the second meeting, students were divided into eight groups containing three to five students. The teacher distributed text to each group with different text. When students were working in groups, the teacher move around the class to check the work of students. Students save to underline and retell what they meant by the text. After twenty

minutes the teacher asked each group to present their work in front of the class.

b. Main-activity

The teacher explained to the students about the definition, the structure purpose, language features and gave an example of Recount Text. Before starting the explanation, the teacher wrote the material in the whiteboard. The teacher gave information and the students paid attention to the whiteboard.

Field notes 1.

The teacher explained the material by read the material on the guide book. She explained the materials used mix languages, Bahasa and English to make the students easier.

After the teacher explained the materials, she asked the students about Recount Text. One of the students whose name Fatah gave the answer, "Recount Text is telling about experience". Another student named Dafa answered, "Recount Text is past tense". Another student named Afifah answered, "Recount Text is still something in the past time". The teacher gave good responses because the students could answer the question. After the questions and answer section, the teacher gave the conclusion about the definition of Recount Text.

The teacher explained the generic structure and also language features used in the Recount Text. The teacher explained there are three generic structures of Recount Text. They are orientation, events, and re-orientation. Then, the teacher explained about language features of Recount Text. Language features of Recount Text when using simple past tense and time conjunctions. After that, the teacher gave the example of Recount Text.

After making sure that were no more questions from the students, teacher draw the simple Mind Mapping on the whiteboard. In Mind Mapping teacher wrote the definition, generic structure,

language features, and the purpose of Mind Mapping. After that, the teacher gave an example of the Recount Text in the form of Mind Mapping.

The steps of teaching writing recount text used Mind Mapping technique that did by teacher could be show in the scripst of interview bellow.

“Ya langkah-langkah yang dilakukan oleh guru dalam mengajar writing recount text dengan Mind Mapping teknik adalah: Guru meminta siswa menentukan main idea / ide pokok yang akan mereka ceritakan, kemudian siswa membuat cabang dengan menuliskan sub bab nya, seperti 5W + 1H, detail kegiatan, akhir cerita, perasaan yang penulis rasakan. Siswa menyusun kalimat, paragraf hingga menjadi sebuah teks recount text. Selanjutnya Siswa mengumpulkan teks nya untuk dicek oleh guru. Yang terakhir siswa melakukan revisi jika ada kesalahan ejaan atau penyusunan.”⁵⁶

The steps of teaching writing can be shown in the table below.

No	Steps of Teaching Mind Mapping Technique	Percent	
		Yes	No
1.	The teacher explains to the students about the components to write recount text	√	
2.	The teacher explains the correlation between writing recount text with Mind Mapping	√	
3.	The teacher puts a picture and draws mind map with the student on the whiteboard.	√	
4.	The teacher makes writing recount based on the Mind Mapping in the whiteboard.	√	
5.	The teacher explains and uses the relevant media for the process.	√	
6.	The teacher asks the students to write recount text based on their Mind Mapping and gives limitations on the task.	√	
7.	The teacher asks the students to implement the laws of Mind Mapping		√
8.	Teacher asks the students to think critically and gives problem solving about difficult materials.		√

Table 1. The Steps of Writing Text by H. Douglas Brown

⁵⁶ Interview with English teacher on 14th June 2022 at 11.50 a.m

The teacher explained the retelling text exclusively in the first and second sessions, and in the third session the teacher only reviewed the retelling text material to ensure that the students had understood the material. An indicator of students' comprehension of the review text material is that students are able to answer the teacher's questions about the review text well.

The teacher explained the connection between writing recount texts and Mind Mapping with 5W+1H questions. The teacher explained that using 5W+1H questions can help them arrange the retelling of the text. The teacher used images in the example mind map he created, but not as a central idea.

After explaining the mind map and giving examples, the teacher asked the students to create their own narrative text based on the mind map technique. Teachers limit students' tasks to three sections, including orientation, event series, and reorientation. The teacher reminds the students to apply the seven rules for creating mind maps in the following assignments.

Field note 2:

When the students create the recount text teacher walk around the class to check the task of students.
--

The teacher asks the students to think critically and gives problem solving about difficult materials. This stage was remarked by how the teacher and the students communicatively discussed about the difficulty during the making of Mind Mapping example on the whiteboard. For example, the teacher gave assistance questions to help the students in filling the branches in Mind Mapping.

From the explanation above, it is shown that the teacher has already followed the steps of teaching Mind Mapping strategy in writing recount text well but not perfectly. The teacher modified one of the steps above. Among those eight steps of teaching Mind Mapping in

writing above, the teacher modified the part when the teacher makes a writing recount text based on the Mind Mapping on the whiteboard.

This stage was reversed by the teacher, so the teacher used an already complete recount text as a guide to make a mind map. By doing this, the teacher believed that the students would understand the technique better.

No	Rules of Making a Mind Mapping	Presence	
		Yes	No
1.	Start in the center	√	
2.	Draw an image for central idea.	√	
3.	Use more than one color	√	
4.	Connect the central image and its branches.	√	
5.	Draw or write the branches in curved.		√
6.	Use one key word per line.	√	
7.	Draw images	√	

Table 2. The Rules of Making a Mind Map by Buzan

Based on the observation sheet, the teacher would teach them how to create a mind map from an existing recount text rather than creating a mind map first. Apparently, the teacher made an effort to help students understand the Mind Mapping technique. The teacher used the Mind Mapping technique to write a recount text, and he followed several rules.

1. Start in the center

The teacher began Mind Mapping by drawing a large tree trunk in the center of the whiteboard and writing the story title inside the tree trunk with a whiteboard marker. The teacher then instructed them to write their main idea, or in this case, the title of their personal recount text. The teacher stressed that students should begin Mind Mapping in the center of their papers.

2. Draw an image for the central idea.

After writing down the title of the story, the teacher explained that the next rule was to draw an image or picture for the central idea. The teacher explained that related picture would be more helpful in making the Mind Mapping because the more related the picture to the story is the easier they would in imagining the events in their recount text. However, after explaining about the importance of image or picture the teacher forgot to give an example in whiteboard.

3. Use more than one color.

The teacher did not use a single color of board marker when demonstrating Mind Mapping. The teacher used various colored board markers. The teacher used a whiteboard marker for the main idea, a blue board marker for the first branches, and a red board marker for the advanced branches.

4. Connect the central image and its branches.

After writing the title in the center of the whiteboard, the teacher drew six branches around the circle and each branch contained a single word. The word in each branch was 'Who', 'What', 'Where', 'When', 'Why', and 'How' (5W+1H) and they were written in the blue board marker. The teacher explained that each branch had to be broken down so that it could help the students to form their stories. Beginning from the first branch 'Who', the teacher asked the students to figure out who were the characters in the story "Holiday at the Beach". The students were allowed to answer the question by raising their hands first so that it would not make chaos. Each answer would be written in a red board marker. There were some students who felt unclear about the instruction, so they haven't understood what they had to write in each branch. Thus, the teacher gave some assistance questions to form the Mind Mapping. For instance, to fill the branch in 'Who' the teacher gave the question "Who was involved in the story". Also, the question "When did the activity happen?" in the branch

‘When’, and so on. Each answer that the students gave was written in other branches that were connected to the prior six branches.

5. Draw or write the branches in curved.

The connectors for each branch were drawn in a curved line by the teacher. Straight lines would make the Mind Mapping appear boring. Thus, the goal was to make Mind Mapping less monotonous and more appealing.

6. Use one key word per line.

The teacher advised the students to limit themselves to one word or phrase per line. Its purpose was to make Mind Mapping more effective and less wordy. The teacher, however, made an exception for the student. If students had a tendency to forget some vocabulary, they were allowed to use more than one word in their mind maps. It was an attempt to keep the student from making spelling mistakes in their text.

7. Draw images.

In the example of Mind Mapping, the teacher drew some images. The teacher instructed the students to use images in their mind maps, but if this proved difficult, they could substitute words or phrases. The teacher asked the students if they were still confused or had any questions after completing the Mind Mapping example. When everything was clear, the teacher gave the students the task of creating their own personal recount text using the Mind Mapping technique. The teacher explained to the students that they could create any shape of mind map and use as many colors and pictures as they wanted. Because the students began to discuss the assigned task, the classroom atmosphere became more active. The teacher observed the students' work by approaching each one individually. The class ended quickly, but before leaving, the teacher reminded the students to complete their assignments because they would be due at the next meeting.

Based on the explanation above, the teacher has followed the steps of teaching Mind Mapping strategy in writing recount text well

but not perfectly. One of the preceding steps was modified by the teacher. Among the eight steps of teaching Mind Mapping in writing described above, the teacher changed the part where the teacher creates a writing recount text based on the mind map on the whiteboard. The teacher reversed this stage, using an already completed recount text as a guide to create a mind map. The teacher believed that by doing so, the students would better understand the technique.

The teacher began Mind Mapping by drawing the story's title in the center of the whiteboard. The significance of images or pictures in conveying a central idea was then explained, but the teacher failed to provide an example on the whiteboard. The teacher made use of a variety of colored board markers. The main idea was marked with a whiteboard marker, the first branches with a blue board marker, and the advanced branches with a red board marker.

After writing the title in the center of the whiteboard, the teacher drew six branches around the circle. Each branch only had one word. In blue board marker, the words 'Who, What, Where, When, Why, and How' (5W+1H) were written in each branch. Each branch, the teacher explained, needed to be broken down so that the students could create their own stories. The teacher drew the connectors for each branch in a curved line. This was done to make the mind map more appealing and less monotonous.

The teacher advised the students to keep each line to one word or phrase. Its goal was to make Mind Mapping less wordy and more effective. The teacher, on the other hand, made an exception for the students. Students were allowed to use more than one word in their mind maps if they had a tendency to forget some vocabulary. It was an attempt to prevent the student from making spelling errors in their paper. Images derived from a Mind Mapping exercise. The teacher instructed the students to use images in their mind maps, but they could substitute words or phrases if this proved difficult.

Field note 3:

Because limited of the time to write the recount text, teacher ask the students the task in the next meeting.

Because students could not achieve the basic knowledge of the text and could not figure out inferences or determine the main idea of the text. The teacher had to control students one at a time to explain the text. So, as the time approached, the teacher appeared rushed to discuss the material with the students and the teacher did not have time to provide feedback about the material.

c. Post activity

The bell rang. It was a sign that the English lesson ended at 11.20 a.m. the students prepare for the next lesson. Before that, the teacher reviewed the material learned by the students and also remind them to collect the task in the next meeting. The teacher ended the class with a greeting.

2. The students' response to the implementation of Mind Mapping in writing recount text

After teaching and learning process was implemented the researcher did an interview with the students to get data about the students' response to the implementation of Mind Mapping in writing recount text. According to the teacher, the response of the students when the teacher implemented this technique the students feel confused, it could be seen in the script below.

*' Respon awal siswa ketika menggunakan teknik ini merasa bingung, tapi setelah mencoba menuangkan idenya, mereka antusias dalam membuat Mind Mapping nya, karena awal menggunakan teknik ini di dalam kelompok sehingga anggota kelompok saling bekerja sama. '*⁵⁷

⁵⁷ Interview with English teacher at 14th June 2022 12.01 p.m

The following is the excerpt of the interview to know how the response of the students after implementing mind mapping on writing recount text at SMK Darul Abror Bukateja.

Excerpt 1

T: Yes, one of the media that use in teaching writing recount text is Mind Mapping

SI: Yes, teacher usually use Mind Mapping in writing recount text

Based on the interview with the teacher also students, teaching and learning process in writing recount text using certain techniques. It is important especially for the students that no have motivation. According to interview with the teacher and also students, the technique that use in writing recount text is Mind Mapping.

Excerpt 2

T: The steps to teach writing recount text using Mind Mapping are:

- 1. Teacher asks all of the students to determine the main idea of the story which they will tell*
- 2. Students make branches by writing the sub-chapter, such as 5W+1H, activity details, and the end of the story*
- 3. Students compose sentences, and paragraph become to the recount text*
- 4. Students collect where the text to be checked by teacher*
- 5. Students revise if there is comment or feedback from the teacher*

From the interview above, when the teacher implemented the Mind Mapping technique, teacher used 5 steps. They are: determine the main idea, make branches, compose sentences and paragraph, collect to the teacher and revise.

Excerpt 3

SI: saya biasanya menghabiskan banyak waktu untuk memahami materi yang diajarkan oleh guru, tapi seringnya

saya juga tidak paham dengan materi-materi tersebut. Berbeda dengan teknik mind mapping ini.

S2: teknik ini membantu saya dalam memahami materi dengan cepat jadi waktu saya banyak dan tidak terbuang sia-sia untuk memahami materi ini.

S3: teknik ini tidak menghabiskan waktu saya dalam memahami materi, apalagi ini materi bahasa Inggris yang menurut saya sangat susah. Tapi teknik ini membantu saya.

According to those script, students feel Mind Mapping technique could save their time to understand the material of recount text. Usually students feel difficult in understanding the material about English and need a lot of time but in this technique students feel it could them understand the material without use many times.

Excerpt 4

T: Although not all of students are enthusiastic and enjoy to this technique but the Mind Mapping technique help students in learning writing especially in writing recount text students be more understand the material

S1: tidak tahu kenapa dengan teknik ini saya menjadi lebih fokus belajar Bahasa Inggris

S2: tingkat kefokus belajar saya meningkat dengan teknik ini, karena mungkin menggunakan warna-warni jadi lebih asyik dan enjoy ketika belajar bahasa Inggris

S5: warna-warna yang digunakan dalam mind mapping memmbuat rasa saya bosan hilang. Biasanya kalau pelajaran bahasa Inggris saya sering bosan bahkan mengantung tapi karena ini pakai warna-warni jadi ini lebih asyik untuk belajar

S6: saya merasa antusias ketika belajar recount dengan mind mapping. Saya tidak merasa bosan sama sekali. Pokonya saya lebih fokus belajar

Based on the interview, Mind Mapping technique helps student in writing recount text. It helps students to understand the material and made them more focus in learning writing recount

text, because based on those script of interview they did not bored with Mind Mapping technique because it was colorful.

Excerpt 5

S1: dengan teknik ini saya bisa memahami materi recount dengan cepat, karena menggunakan seperti cabang-cabang

S3: membantu saya dalam memahami materi dengan mudah dan cepat. Dengan teknik saya bisa menghafal materi atau vocabulary dengan mudah

S5: teknik mind mapping sangat membantu saya dalam memahami materi-materi yang disampaikan oleh guru ketika mengajar writing recoun text

S6: mind mapping memudahkan saya dalam memahami materi-materi yang ada dengan cepat, seperti definsi, jenis teks, struktur atau grammar yang dipakai

From this interview showed that the students could understand the explanation of the teacher through Mind Mapping about the definition, generation structures, language features and also vocabulary that related to the material easily and more quickly.

B. Discussion

In this part, the researcher discussed the findings that had been found from observation field notes, lesson plan, and interviews that have been done with the teacher and students. All of the instruments used to describe the implementation of Mind Mapping technique was on teaching recount text to tenth-grade students of SMK Darul Abror Bukateja Purbalingga and what the students' opinions were about the Mind Mapping technique on teaching writing recount text to tenth-grade students of SMK Darul Abror Bukateja Purbalingga were explained as follows.

1. The Implementation of Mind Mapping technique for teaching writing recount text

The steps of teaching Mind Mapping technique by H. Douglas Brown⁵⁸ and the rules of making a mind map by Buzan were used to analyse the first research finding about the implementation of Mind Mapping technique in teaching writing recount text.

In the first and second meetings, the teacher explained recount text specifically, and in the third session, the teacher only reviewed the recount text material to ensure that the students understood the material. Students' ability to answer the teacher's questions about the recount text material is an indicator of their comprehension of the recount text material.

This result related to the previous study from Siti Alisah Rahmawati⁵⁹ that the teacher used 5W+1H questions to explain the connection between writing paraphrases and Mind Mapping. The teacher explained that using 5W+1H questions could help them arrange the retelling of the text. The teacher used images in the example Mind Mapping he created, but not as a central idea. Instead of creating recount text from the whiteboard, the teacher does the opposite. The teacher argued that this was done to make the technology easier for students to understand. Teachers used a whiteboard and colored whiteboard markers in the teaching-learning-writing process of retelling texts using Mind Mapping strategies. These technique help explain the material. Therefore, it can be said that the technique is involved in this process.

The students were happy when they used Mind Mapping to write recount text activity to make students easy in writing recount text. This results to the previous study from Rafnalli Syuhaemi.⁶⁰ He stated that after

⁵⁸ Brown, H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education. 2001. P. 342

⁵⁹ Rahmawati, Siti Alisah. The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School. *RETAIN*. Volume 6 Nomor 2 Tahun 2018, 195-2058

⁶⁰ Rafnelli Syuhaemi. Implementasi Metode Mind Mapping untuk Meningkatkan Kompetensi Writing. *Jurnal Pendidikan Tambus*. 2018

implementing Mind Mapping technique students feel happy and interested. In the first meeting, the researcher found that the students did not know what Mind Mapping technique. The students still confused about Mind Mapping technique. The teacher gave an example of recount text entitle ‘My First Experience to Drive Car’. Therefore, the teacher gave some definitions about recount text. As a result, they felt happy in those class after being given some questions about recount text. The students answered by rising hands. The teacher gave questions about definitions, generic structure, and language features.

In the second meeting, this result was related to the previous research mentioned in the literature review. The research that was done by Waloyo,⁶¹ it was the implementation of Mind Mapping technique in writing recount text for students. The teacher gave techniques on how to identify the generic structure and also features using Mind Mapping. When the teacher explained the materials, the students paid attention to the whiteboard. After the teacher gave the explanation, the students were divided into eight groups consisting of 3-4 students.

Based on the Siti Alisah Rahmawati’s⁶² in the previous study research the implementation of Mind Mapping used five steps. The teacher asks all of the students to determine the main idea of the story which they will tell, students make branches by writing the sub-chapter, such as 5W+1H, activity details, and end of the story, students compose sentences, paragraphs become to the recount text, students collect where the text to be checked by teacher, and students revise if there is comment or feedback from the teacher. For the first implementation of this technique, students still confused. After they express their idea, the students were fun and

⁶¹ Waloyo, Edi. The Implementation of Mind Mapping Technique in Teaching Writing: A Case Study at MAN 13 Jakarta. *ELT-Echo*, Volume 2, Number 1, June 2017

⁶² Rahmawati, Siti Alisah. The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School. *RETAIN*. Volume 6 Nomor 2 Tahun 2018, 195-2058

enjoy this technique. They understood the material quickly and did not make them bored.

Buzan gives seven steps in making Mind Mapping.⁶³ The steps are: start in the center of the landscape blank paper, make a central image that represents the topic, use multiple colors throughout the mind map, the lines should be connected, starting from the central image, make curve lines, not straight lines, use a keyword in each line, use images. Those statements related to the findings above the teacher started Mind Mapping, drew a large tree trunk in the center of the whiteboard, and wrote the title of the story on the trunk with a whiteboard marker. The importance of the image or picture to the central idea is then explained, but the teacher forgets to give an example on the whiteboard. The teacher uses whiteboard marker of different colors. For the main idea, the teacher uses the whiteboard markers, the first branch uses the blue marker pen, and the advanced branch uses the red marker for the advanced branches.

The teacher draws six branches around the circle after writing the question in the center of the whiteboard. Each branch contains a word. Each branch's words are "who", "what", "where", "when", "why", and "how" (5W+1H) and are written on a blue blackboard. The teacher explained that each branch must be broken down in order for him to assist the students in developing their stories. Each branch's connectors are drawn with curved lines by the teacher. This is done to make mind maps less monotonous and more engaging. These steps adhere to Buzan's mind map creation guidelines. This result related to Siti Alisah Rahmawati's research.⁶⁴

Teachers encourage students to use only one word or phrase per line. It should make Mind Mapping more effective and concise. However,

⁶³ Tony Buzan. *Buku Pintar Mind Map*. Jakarta: Gramedia Pustaka Utama. 2005. P. 11-16

⁶⁴ Rahmawati, Siti Alisah. *The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School*. RETAIN. Volume 6 Nomor 2 Tahun 2018, 195-2058

the teacher made an exception for the student. If students tend to forget some vocabulary, they can use multiple words in the mind map. This is to prevent students from making spelling mistakes in the text. Some pictures use mind maps as an example. The teacher explained to the students that they should use pictures in the mind map, but if they find it difficult, they can use words or phrases instead. This result related to the Siti Alisah Rahmawati's research.⁶⁵

From the explanation above, it can be noted that the teacher already followed the rules on how to make a mind map by Buzan.⁶⁶ However, in the process of teaching Mind Mapping techniques to students, the teacher made a change. For example, allow students to use text and pictures in one line. Also, they are allowed to use more than two words in a line. This is done because teachers believe that students will learn more accurately and be exposed to more vocabulary. But it would be better if the teacher made the fonts and images bigger and the shadows thicker. One thing the teacher also misses is that after explaining the importance of using a picture or image as a central idea, the teacher forgets to provide examples on the whiteboard.

In conclusion, the teacher has taught the teaching steps of Mind Mapping while writing the recount text. In addition, the teacher provides a good example of Mind Mapping with clear explanations for each step. Although there have been some changes in the process, teachers have made adjustments based on the needs of their students. Students are also involved in the teaching process. It shows how students keep asking for further explanation as they understand the technique. Also, the teacher did a great job with the students creating the mind maps. Therefore, students' work and mistakes can be directed directly by the teacher.

⁶⁵ Rahmawati, Siti Alisah. The Implementation of Mind Mapping in Teaching Writing of Recount Text to Eighth Graders of Junior High School. RETAIN. Volume 6 Nomor 2 Tahun 2018, 195-2058

⁶⁶ Tony Buzan. Buku Pintar Mind Map. Jakarta: Gramedia Pustaka Utama. 2005.

2. The students' response to the implementation of Mind Mapping in writing recount text

Then, to answer the second research question, which is What is the students' responses about the implementation of Mind Mapping technique in writing recount text? The researcher distributed a set of interview to the students in order to get the real data about their perceptions toward students' writing ability by using Mind Mapping technique. Based on the result of interview, it could be seen that the application of Mind Mapping technique in writing recount text. The indicator of answer the second research question was conducted by Buzan,⁶⁷ they are:

a. Save time

From the data interview, students feel interested and more save time with Mind Mapping technique in writing recount text. This related to the advantages of Mind mapping number four by Buzan (see page 13). The relation to learning motivation from 6 samples that were taken, 5 students claim that their learning motivation increased with Mind Mapping technique and a student expressed disagree. According to the students, they felt that this technique could save their time to understand the material about recount text.

b. Focus on learning

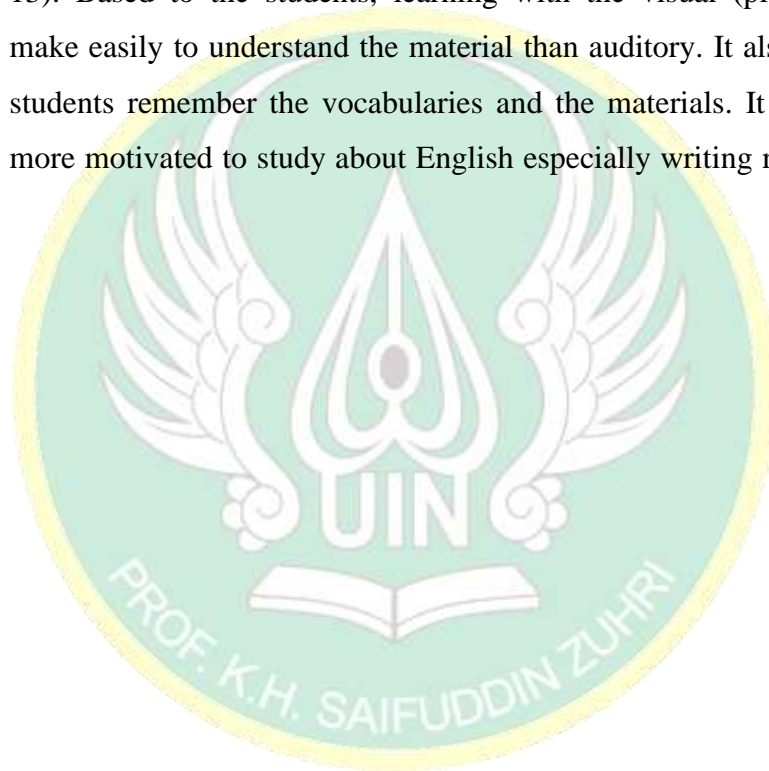
The majority of students feel that Mind Mapping can facilitate their understanding of the recount text learning material. A total of 4 students responded to the statement and 2 students who be a sample was disagreed. All of the students feel that Mind Mapping is able to eliminate boredom when teaching and learning process, as proven by a positive response from all of the students. Although there are several students who still difficult to understand the material of writing recount text, the whole students stated that Mind Mapping is more interesting than teaching and learning by speaking methods. Although

⁶⁷ Buzan T. The Ultimate Book of Mind Maps. London: Harper Collins Publisher Ltd. 2005

usually not all students enthusiastic when entering the English class but with this technique students be more focus in learning English especially in material of writing recount text. This was related to the advantages of Mind Mapping by Buzan number six (see page 13).

c. Learn more quickly

From the data interview also shown that students said, Mind Mapping technique was making them learn more quickly. This related to the advantages of Mind Mapping bu Buzan number nine (see page 13). Based to the students, learning with the visual (picture) more make easily to understand the material than auditory. It also made the students remember the vocabularies and the materials. It made them more motivated to study about English especially writing recount text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research was used to know how the implementation of Mind Mapping technique in writing recount text. Based on the research conducted at the tenth grade of SMK Darul Abror Bukateja in the academic year 2021/2022. Based on the findings of the researcher's research, it is possible to conclude that the teacher has successfully implemented the steps in teaching the Mind Mapping technique. The procedure used by the teacher is similar to steps for teaching writing using the Mind Mapping technique that suggested by Buzan. During the implementation, there was a difference in the step where the teacher creates a text based on the mind map that was created. As an example, in this study, the teacher reversed the activity by creating a Mind Mapping from an existing recount text. It was done with the intention of making it easier for students to grasp the concept of creating a mind map before writing a recount text.

According to the previous explanation, Mind Mapping was implemented using five phases. The teacher asks each student to identify the main idea of the story that they will tell. Students then create branches by writing subchapters, such as 5W+1H, activity details, and the conclusion of the story. Students then compose sentences and paragraphs that become the recount text, gather the text so that the teacher can check it, and revise it if the teacher has any comments or feedback. Students were perplexed when this strategy was initially applied. After expressing their ideas, the students found this strategy to be enjoyable and fun. They rapidly grasped the concepts and did not become bored.

Based on the explanation of the discussion, the researcher concluded that the responses of students were interested in the initial impression of Mind Mapping technique on learning writing recount text. The interest could eliminate the boredom of the students and increased their learning motivation.

The students felt that Mind Mapping technique could save their time when understand the material. Normally, students found it difficult to understand English material and require a lot of time, but with this technique, students could understand the material without having to use it many times. Students also felt that Mind Mapping technique could eliminate their boredom when studying writing recount text. So that, they felt more focus on learning writing recount text. The students also more quickly understand the material that before, because in Mind Mapping technique used some branches and some colours. It was making them easier to understand the materials.

B. Suggestion

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

1. Teachers are expected to give a colorful and exciting mind-mapping sample when they introduce it to students as a strategy of writing or other skill. So, students have a picture of the types of mind-mapping and have several choices in making mind-mapping.
2. Students are expected to use color paper and color pens in making Mind Mapping techniques in order for their Mind Mapping more colorful and alive.

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

C. Limitation of research

This research has reached its aims, there were some unavoidable limitations. First, because of the time limit, this research was conducted

only on small size of sample who were attending writing recount text in their second semester at SMK Darul Abror Bukateja. Second, the researcher may not able to cover all issues about writing skills at SMK Darul Abror Bukateja.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Darul Abror
Mata Pelajaran	: Bahasa Inggris
Tahun Pelajaran	: 2022/2023
Kelas/Semester	: X/Genap
Materi Pokok	: Recount Text
Alokasi waktu	: 3 Pertemuan (9 x 45menit)

A. Tujuan Pembelajaran :

Setelah mengikuti kegiatan pembelajaran melalui model discovery learning dengan pendekatan saintifik, peserta didik dapat:

1. Menemukan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan recount text dengan teliti
2. Membuat mind-mapping tentang recount text
3. Membuat recount text sesuai dengan cara yang diajarkan guru

B. Kegiatan Pembelajaran

Pendahuluan	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskan hal yang penting. Mereka diberi sebuah gambar terkait recount text dan contoh sebuah recount text. Peserta didik saling memberikan informasi pengalaman pribadinya.
KegiatanInti	<p>Pertemuan 1</p> <ol style="list-style-type: none">1. Peserta didik membentuk kelompok berisi 3-4 siswa untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan recount text dari berbagai sumber.2. Peserta didik menuliskan hasil diskusinya dalam sebuah mind mapping. <p>Pertemuan 2</p> <ol style="list-style-type: none">1. Peserta didik mempresentasikan hasil diskusinya dengan kelompok lain.2. Peserta didik saling memberi sanggahan atau pertanyaan kepada kelompok lain. <p>Pertemuan 3</p> <ol style="list-style-type: none">1. Peserta didik menyusun sebuah recount text dengan bantuan mind mapping yang dibuat terlebih dahulu.
Penutup	<ol style="list-style-type: none">1. Peserta didik dan guru menyimpulkan materi yang telah dipelajari dengan merespon pertanyaan guru yang sifatnya menuntun dan menggali.2. Peserta didik merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.3. Guru memberikan umpan balik hasil refleksi yang dilakukan.4. Guru menyampaikan materi pembelajaran pertemuan berikutnya.

C. Penilaian

1. Sikap : Observasi saat pembelajaran tentang teks recount dan sehari-hari secara umum
2. Pengetahuan : Lembar kerja hasil diskusi (mind-mapping)
3. Keterampilan : Mind mapping untuk teks recount

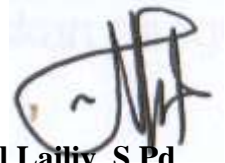
Bukateja, 2 Januari 2022

Mengetahui,
Kepala SMK Darul Abror

Guru Mata Pelajaran




Maful Hidayat, S.Pd.I., M.Pd.

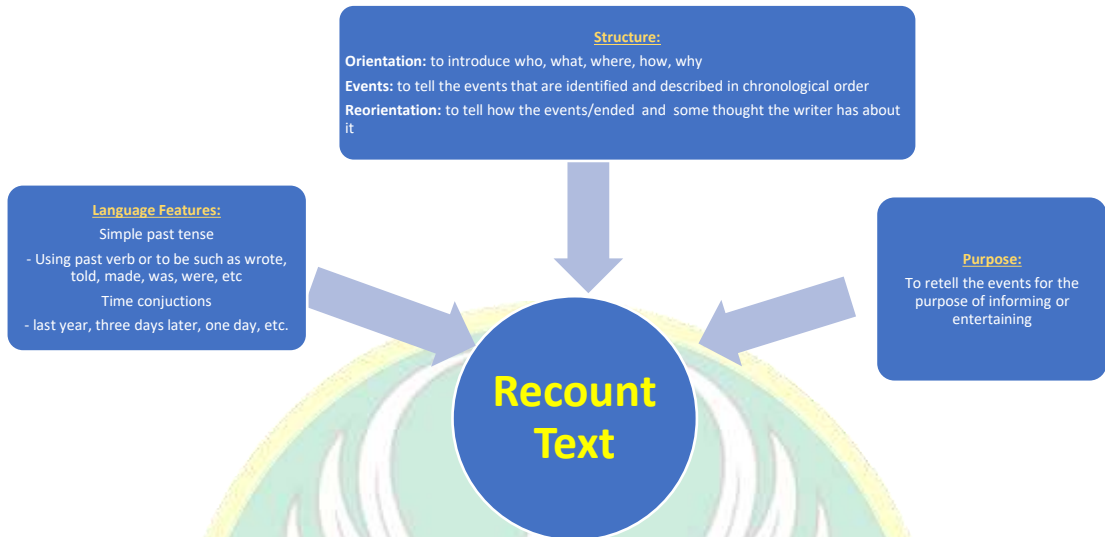


Mufidatul Laliy, S.Pd.



Lampiran:

A. Materi Pembelajaran



Example

My First Experience to Drive a car



Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car.

Three days later, my brother and I went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car.

One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity

to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall.

After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brother's permission to drive him car.

Experience Meeting Crazy People

One day, I intend to meet Mr. Mustofa at his house in Kedungjati for a business. I only know the benchmark information for the house. I try to go there by motorcycle.

When I reached a T-junction, I looked around the road and saw someone walking. I immediately approached him and asked. Excuse me sir, do you know where is Mr. Mustofa's house? The person didn't answer my question, instead he was silent and looked at me intently. Surprisingly, he turned around and left me with a smile of his own. Suddenly I was shocked and began to conclude that the person was a madman.

Based on the accident, I felt embarrassed and laughed to myself.

GLOSSARY

Word	Meaning
Accepted	Menerima
Bought	Membeli
Imagined	Membayangkan
Lost	Kehilangan
Persuaded	Membujuk
Pleasant	Nyaman
Promised	Berjanji
Reached	Mencapai
Refused	Menolak
Remind	Mengingatkan
Trapped	Terperangkap
Vacation	Liburan
Whimpered	Merengek

B. Penilaian Hasil Pembelajaran

1. Sikap

- a. Teknik Penilaian : Observasi
- b. Instrumen Penilaian: Lembar Observasi
 Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap:

No	Nama Peserta Didik	Aspek perilaku yang dinilai				Jumlah Skor	Keterangan
		Beberapa sama	Jujur	Tanggungjawab	Disiplin		
1	Arizal Ainun I.	3	2	4	3	12	B
2

Jumlah poin	Keterangan
16 – 20	Sangat Baik (A)
11 – 15	Baik (B)
6 – 10	Cukup (C)
1 – 5	Kurang (D)

Keterangan:

- 1 = tidak pernah
- 2 = jarang
- 3 = kadang-kadang
- 4 = sering
- 5 = selalu

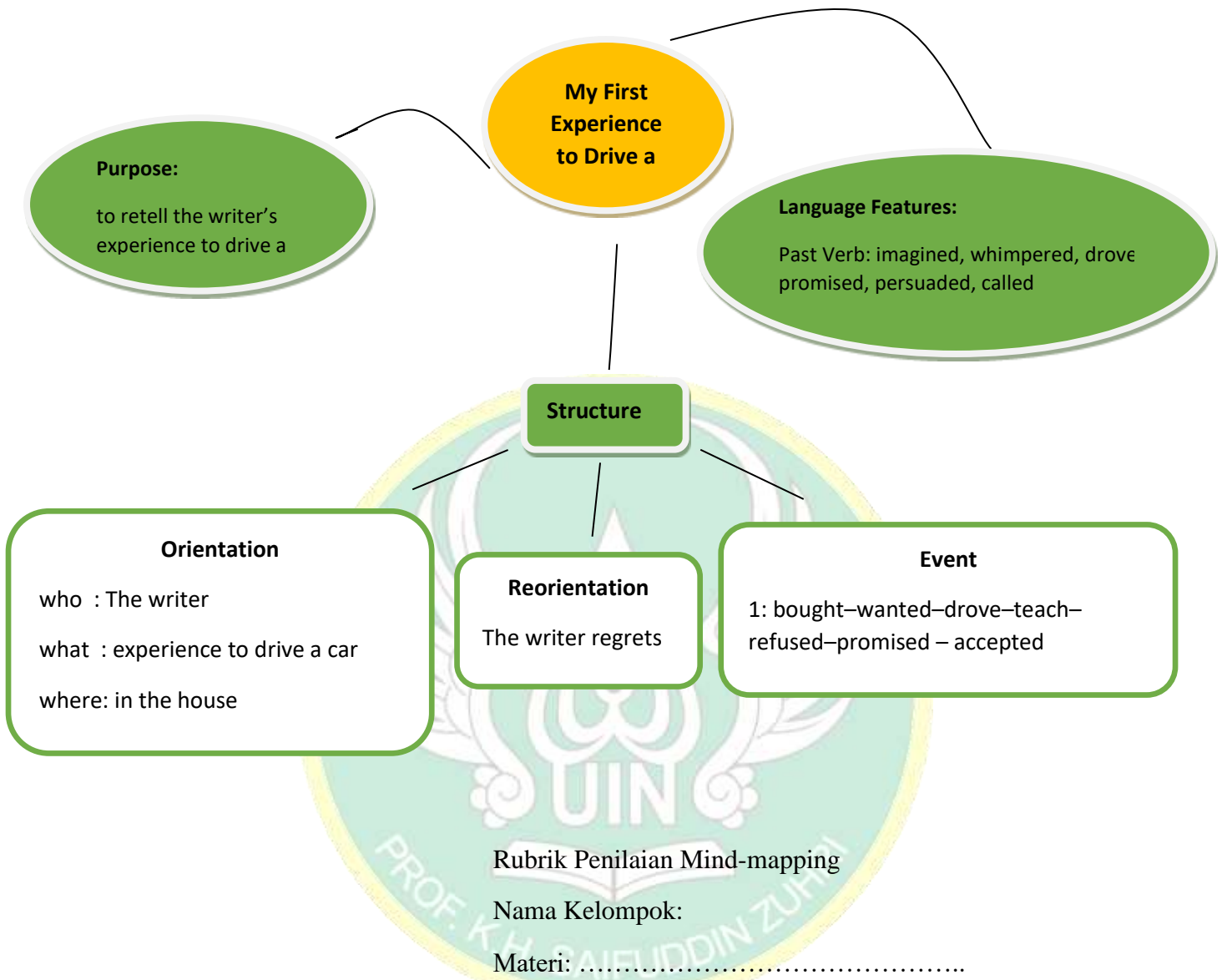
2. Pengetahuan

- a. Teknik Penilaian : Tes tertulis
- b. Instrumen penilaian : Lembar kerja hasil diskusi kelompok (mind mapping)
 Membuat mind-mapping dalam kelompok

Task 1

Read the text and make the mind mapping! Discuss it in your group!

Example answer:



No	Kriteria	Skor					Nilai
		5	4	3	2	1	
1	Kata Kunci	Ide dalam bentuk kata kunci yang sangat efektif	Ide dalam bentuk kata kunci dan kalimat efektif	Ide dalam bentuk kata kunci dan kalimat cukup efektif	Penggunaan kata kunci terbatas (semua ide ditulis dalam bentuk kalimat)	Tida ada atau sangat terbatas dalam pemilihan kata kunci (beberapa ide ditulis dalam bentuk	

No	Kriteria	Skor					Nilai
		5	4	3	2	1	
						paragraph)	
2	Hubungan cabang utama dengan cabang lainnya	Menggunakan lebih dari 4 cabang	Menggunakan 4 cabang	Menggunakan 3 cabang	Menggunakan 2 Cabang	Menggunakan 1 cabang	
3	Desain Warna	Menggunakan warna untuk menunjukkan hubungan semua topik sangat baik	Menggunakan warna untuk menunjukkan beberapa hubungan antar topik baik	Menggunakan beberapa warna tapi tidak menunjukkan hubungan yang cukup baik	Menggunakan sedikit warna dan tidak menunjukkan hubungan antar topik kurang baik	Hanya menggunakan satu warna untuk menunjukkan hubungan antar topik	
4	Simbol Gambar dan garis lengkung	Menggunakan gambar / simbol pada ide sentral, cabang utama dan cabang lainnya yang dihubungkan dengan garis lengkung.	Menggunakan gambar/simbol hanya pada ide sentral dan cabang utama yang dihubungkan dengan garis lengkung	Menggunakan gambar /simbol hanya pada ide sentral atau cabang utama yang dihubungkan dengan garis lengkung	Tidak menggunakan gambar / simbol tapi menggunakan garis lengkung	Menggunakan garis lurus sebagai penghubung cabang	

No	Kriteria	Skor					Nilai
		5	4	3	2	1	
5	Kelengkapan materi	Peta pikiran menunjukkan materi yang sangat kompleks	Peta pikiran menunjukkan materi yang kompleks	Peta pikiran menunjukkan materi yang cukup kompleks	Peta pikiran menunjukkan materi yang kurang kompleks	Peta pikiran menunjukkan materi yang tidak kompleks	
Total Skor							

3. Keterampilan

- a. Teknik Penilaian : Tes keterampilan
- b. Instrumen Penilaian : Praktik dan produk berupa teks recount

Kisi-kisi Penulisan Soal

Nama Sekolah : SMK Darul Abror

Kelas/Semester : X/ Genap

Tahun Pelajaran : 2021/2022

Kompetensi Keahlian: Multimedia

Mata Pelajaran : Bahasa Inggris

No	Kompetensi Dasar	Materi	Ranah Kognitif	Indikator Soal	Bentuk Soal
1	4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks	Recount Text	C3	Peserta didik membuat mind mapping dan menyusun teks recount berdasarkan mind mapping tersebut.	Uraian

Rubrik Penilaian Tugas Menyusun Teks Recount

ASPEK	KRITERIA	SKOR
UNSUR- UNSUR SURAT (15-30)	Lengkap (tanggal penulisan surat, identitas pemberi kuasa, identitas penerima kuasa, jenis dan batas kuasa yang dilimpahkan, penutup surat) dan dideskripsikan secara jelas.	25-30
	Kurang lengkap (ada beberapa bagian yang tidak ditulis) dan dideskripsikan secara kurang jelas	21 - 24
	Tidak lengkap (banyak bagian yang tidak ditulis) dan dideskripsikan secara tidak jelas	15-20
STRUKTUR (10-20)	Struktur atau sistematika urutan dan penempatan bagian-bagiannya benar, tidak ada yang letaknya terbalik	16-20
	Struktur atau sistematika urutan dan penempatan bagian-bagiannya ada yang tidak tepat, ada yang letaknya terbalik	13-15
	Struktur atau sistematika urutan dan penempatan bagian-bagiannya salah total, banyak bagian yang letaknya terbalik	10-12
BAHASA (15-30)	Menggunakan bahasa baku, kalimat efektif dan komunikatif, diksi variatif, tepat , dan menarik, tidak ada kalimat yang ambigu, pemakaian kata ganti tepat	25-30
	Bahasa kurang baku, ada kalimat yang tidak efektif dan komunikatif, diksi kurang variatif, tepat , dan menarik, ada kalimat yang ambigu, pemakaian kata ganti kurang tepat	21 - 24
	Bahasa tidak baku, banyak kalimat yang tidak efektif dan tidak komunikatif, tidak berdiksi, banyak kalimat yang ambigu, pemakaian kata ganti tidak tepat dan tidak konsisten	15-20
FORMAT DAN MEKANIK	Tidak ada kesalahan ejaan sama sekali, tidak ada salah ketik pemilihan jenis dan ukuran huruf sesuai, margin sangat pas, format pengetikan benar	17-20
	Ada beberapa kesalahan ejaan, ada beberapa salah ketik , penentuan jenis, ukuran huruf, dan	13-16

(10-20)	margin pas, format pengetikan tidak jelas	
	Mengabaikan ejaan, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semanya sendiri, asal ketik tanpa menggunakan format	10 -12

C. Remedial

Peserta didik yang belum menguasai materi (belum mencapai ketuntasan belajar pada beberapa indikator) akan dijelaskan kembali oleh guru. Guru melakukan penilaian kembali setelah menganalisis soal dimana banyak siswa yang tidak tuntas atau memberikan tugas individu terkait dengan topik yang telah dibahas. Remedial dilaksanakan pada waktu dan hari tertentu yang disesuaikan. Contoh: pada saat jam belajar, apabila masih ada waktu, atau di luar jam pelajaran (30 menit setelah jam pelajaran selesai).

D. Pengayaan

Dalam kegiatan pembelajaran, peserta didik yang sudah menguasai materi sebelum waktu yang telah ditentukan, diminta untuk menyelesaikan soal-soal pengayaan berupa pertanyaan-pertanyaan yang lebih fenomenal dan inovatif atau aktivitas lain yang relevan dengan topik pembelajaran. Dalam kegiatan ini, guru dapat mencatat dan memberikan tambahan nilai bagi peserta didik yang berhasil dalam pengayaan.

Catatan Kepala Sekolah:

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Data Collection Instrument

OBSERVATION SHEET OF LEARNING ACTIVITY

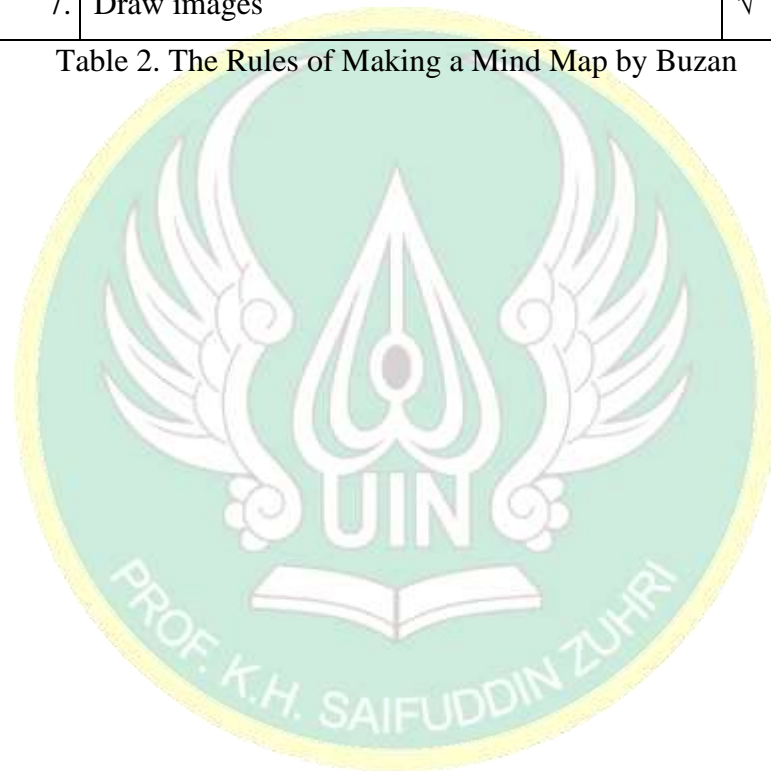
Name of Teacher : Mufidatul Laily, S.Pd

Class : X MM 1

No	Steps of Teaching Mind Mapping Technique	Percent	
		Yes	No
1.	The teacher explains to the students about the components to write recount text	√	
2.	The teacher explains the correlation between writing recount text with Mind Mapping	√	
3.	The teacher puts a picture and draws mind map with the student on the whiteboard.	√	
4.	The teacher makes writing recount based on the mind mapping in the whiteboard.	√	
5.	The teacher explains and uses the relevant media for the process.	√	
6.	The teacher asks the students to write recount text based on their Mind Mapping and gives limitations on the task.	√	
7.	The teacher asks the students to implement the laws of Mind Mapping		√
8.	The teacher asks the students to think critically and gives problem solving about difficult materials.		√

No	Rules of Making a Mind Map	Presence	
		Yes	No
1.	Start in the center	√	
2.	Draw an image for central idea.	√	
3.	Use more than one color	√	
4.	Connect the central image and its branches.	√	
5.	Draw or write the branches in curved.		√
6.	Use one key word per line.	√	
7.	Draw images	√	

Table 2. The Rules of Making a Mind Map by Buzan



INTERVIEW

List of interview questions adapted from (Yuliana Atik, 2014), Education interviewing guide, Ace your teacher interview by Anthony D. Fredericks, 2012.

Interview for teacher

1. Would you be willing to be my source for the fulfillment of my final assignment?
2. How long Mrs. Mufid teach at SMK Darul Abror Bukateja?
3. How many classes are you capable of at SMK Darul Abror Bukateja?
4. What classes are you teaching at SMK Darul Abror Bukateja?
5. Is there a difference to teach writing skills in writing classes with other classes?
6. What are the basic difficulties faced by students in writing class?
7. What is the media that use in teaching writing recount text?
8. Is it important to use a learning strategy in teaching writing?
9. What do you think about the mind mapping technique that had been implemented in teaching writing recount text?
10. What do you think this technique can improve the student's writing recount text?
11. What steps are done in writing activities, especially in writing recount text?
12. Do Mrs. Mufid provides feedback or student correction results?
13. How do students respond after receiving the feedback result?
14. How does a student's ability in writing especially in writing recount text?
15. Do students still not know the differences in the use of simple past and simple present tense?
16. Do students know the characteristics of the V2?
17. Do students follow the teacher directives to write the recount text that must match the steps or generic structure?
18. Do students understand the social function of recount text?

19. Do students have motivation for learning English, especially in writing skills?
20. What is the evaluation technique used by Mrs. Mufid?

Interview for students

1. Would you be willing to be my source for the fulfilment of my final assignment?
2. Do you like English lessons?
3. Do you like writing in English?
4. What is the material that you have learned?
5. Do you know about recount text?
6. What is recount text? does your teacher use some technique to teach recount text?
7. What do you think about this technique?
8. What is this technique help you to understand the material quickly and easily? Especially in material of recount text.
9. What is this technique make you more focus in learning writing recount text?
10. Is recount text difficult?
11. What is the difficulty that faced by you?
12. Do you know about V2?
13. Do you know what is the characteristic of V2?
14. Do you understand the language features of recount text?
15. What is the example of the language feature of recount text?
16. How about the learning strategy of teacher when teaching recount text?

Results of interview

1. Interview with an English Teacher

<p>Time : 11.45-11.20</p> <p>Day/Date : Tuesday, 14th June 2022</p> <p>Place : SMK Darul Abror Bukateja</p> <p>Object : English Teacher</p> <p>Interviewer: Ulya Al Fiana</p> <p>Informant : Mrs. Mufidatul laily</p>	
Description	
<p>Situation:</p> <p>It was conducted to get the data about the implementation of mind mapping technique in the activity of writing recount text</p>	<p>Transcript:</p> <p>Ulya: apakah Ibu bersedia menjadi narasumber saya untuk memenuhi tugas akhir saya?</p> <p>Mrs. Mufid: iya, saya bersedia</p> <p>Ulya: Ibu sudah berapa lama mengajar di SMK Darul Abror Bukateja?</p> <p>Mrs. Mufid: saya mengajar di SMK Darul Abror Bukateja sejak Juli 2016, jadi sudah 6 tahun</p> <p>Ulya: berapa kelas yang ibu ampuh?</p> <p>Mrs. Mufid: ada 7 kelas dari 3 tingkat</p> <p>Ulya: kelas apa saja Bu?</p> <p>Mrs. Mufid: kelas 10, 11, dan 12</p> <p>Ulya: berarti semua kelas ya Bu. Apakah siswa-soswa memiliki motivasi dalam belajar bahasa Inggris?</p> <p>Mrs. Mufid: mayoritas anak-anak kurang termotivasi untuk belajar bahasa Inggris tapi mereka Ya lumayan antusias ketika masuk kelas pelajaran bahasa Inggris</p>

Ulya: Oh begitu Bu. Adakah perbedaan cara mengajar Ibu antara satu kelas dengan kelas yang lain?

Mrs. Mufid: setiap kelas memiliki karakteristik siswa yang berbeda sehingga cara mengajar juga ada yang disesuaikan dalam pembelajaran

Ulya: kendala apa saja yang dialami ibu ketika mengajar writing?

Mrs. Mufid: di dalam kelas writing siswa mengalami kesulitan dalam mengembangkan ide ke paragraf mereka sering mengeluh susah dalam menyusun sebuah teks contohnya saja recount text ini

Ulya: menurut ibu sendiri apakah penting jika mengajar writing itu menggunakan strategi tertentu?

Mrs. Mufid: mengajar writing menggunakan strategi tertentu itu penting terutama di kelas yang memiliki kesusahan dalam berbahasa Inggris

Ulya: jadi media atau strategi yang bagaimana yang Ibu gunakan ketika mengajar di kelas writing?

Mrs. Mufid: salah satu media yang saya gunakan dalam mengajar writing adalah gambar

Ulya: kemudian apa teknik yang Ibu gunakan ketika mengajar writing khususnya recount text?

Mrs. Mufid: jadi teknik yang saya gunakan untuk mengajar di kelas writing recount text adalah mind mapping

Ulya: Bagaimana langkah-langkah ibu dalam mengajar Preity menggunakan teknik ini?

Mrs. Mufid: jadi langkah-langkah yang saya gunakan menggunakan teknik ini adalah yang pertama itu saya meminta siswa untuk menentukan main ideanya atau ide pokok yang akan mereka ceritakan kemudian Siswa membuat cabang dengan menuliskan sebabnya seperti 5W + 1H detail kegiatan atau apa yang mereka rasakan. Kemudian siswa menyusun kalimat paragraf hingga menjadi sebuah teks recount setelah itu siswa mengumpulkan teksnya untuk saya cek dan yang terakhir biasanya siswa itu akan melakukan revisi jika ada kesalahan ejaan atau penyusunan teks.

Ulya: Oh begitu. Bagaimana respon siswa ketika pertama kali Ibu menggunakan teknik ini?

Mrs. Mufid: jadi respon awal siswa ketika saya menggunakan teknik ini mereka merasa bingung tapi setelah mencoba mereka menjadi antusias dalam membuat mind mappingnya karena awal menggunakan teknik ini di dalam kelompok Jadi mereka saling bekerja

sama

Ulya: Bagaimana kemampuan siswa setelah Ibu menerapkan Teknik ini?

Mrs. Mufid: kalau tidak semua siswa merasa antusias dan menyukai Teknik ini namun mind mapping ini membantu siswa dalam belajar writing. Jadi Teknik ini membantu siswa untuk lebih mudah memahami materi recount text

Ulya: setelah penerapan Teknik ini apakah siswa mengikuti langkah-langkah yang ibu ajarkan dalam membuat teks?

Mrs. Mufid: ya siswa mengikuti langkah-langkah yang sudah saya ajarkan dalam membuat teks setelah saya menerapkan teknik tersebut

Ulya: setelah penerapan Teknik ini apakah sistem mengetahui perbedaan penggunaan antara past tense dengan present tense?

Mrs. Mufid: ya Siswa tahu perbedaan antara penggunaan antara past tense dan present tense misalnya mereka tahu bahwa past tense itu digunakan di masa lampau

Ulya: Apakah Siswa tahu ciri-ciri dari past tense?

Mrs. Mufid: beasiswa tahu ciri-ciri dari past tense

Ulya: Apakah setelah penerapan Teknik ini siswa juga memahami Social function

	<p>dari recount text?</p> <p>Mrs. Mufid: ya siswa memahami Social function dari recount text</p> <p>Ulya: Apakah ibu memberikan feedback Setelah pembelajaran menggunakan teknik ini?</p> <p>Mrs. Mufid: ya saya memberikan feedback Setelah pembelajaran silakan saya memberikan masukan-masukan mengenai apa yang sudah dipelajari hari ini</p> <p>Ulya: Jadi bagaimana cara ibu mengevaluasi pembelajaran Setelah menerapkan Teknik ini?</p> <p>Mrs. Mufid: setelah menerapkan Teknik ini saya mengevaluasi pembelajaran dengan meminta siswa untuk mengikuti panduan dalam menyusun teks secara individu tapi kendalanya tidak semua siswa mengumpulkan hasil kerjanya</p>
<p>Reflection:</p> <p>The teacher explained the materials and give students the steps to write recount text.</p>	

2. Interview with the students

Time	: 11.00 – 11. 35
Day/Date	: Tuesday, 14 th June 2022
Place	: SMK Darul Abror Bukateja
Object	: Students of X MM 1
Interviewer	: Ulya Al Fiana
Informant:	
	✓ A: Risyad
	✓ B: Daffa

- ✓ C: Vani
- ✓ D: Afifah
- ✓ E: Ulfa
- ✓ F: Hayyu

Description

Situation:

It was conducted to get data about the response students

Transcript:

Ulya: Apakah anda bersedia menjadi narasumber untuk memberi tugas akhir saya?

A: ya saya bersedia

B: iya saya bersedia Bu

C: bersedia

D: iya bersedia

E: ya bersedia

F: bersedia

Ulya: apakah anda suka dengan pelajaran bahasa inggris?

A: tidak terlalu

B: suka

C: tidak bu, karena tidak tahu artinya

D: suka, karena kalau dibaca bagus

E: kurang suka, karena kurang paham artinya Bu

F: suka, karena bagus apalagi lagu

Ulya: Apakah anda suka menulis dalam bahasa Inggris?

A: kurang suka, karena kurang menguasai vocab

B: tidak suka

C: tidak

D: kurang, karena memang kurang suka menulis

E: tidak suka, enggak bisa

F: sebenarnya suka tapi kalau dalam bahasa inggris enggak bisa

Ulya: materi apa saja yang sudah anda pelajari?

A: narrative

B: advertisment

C: narrative, recount

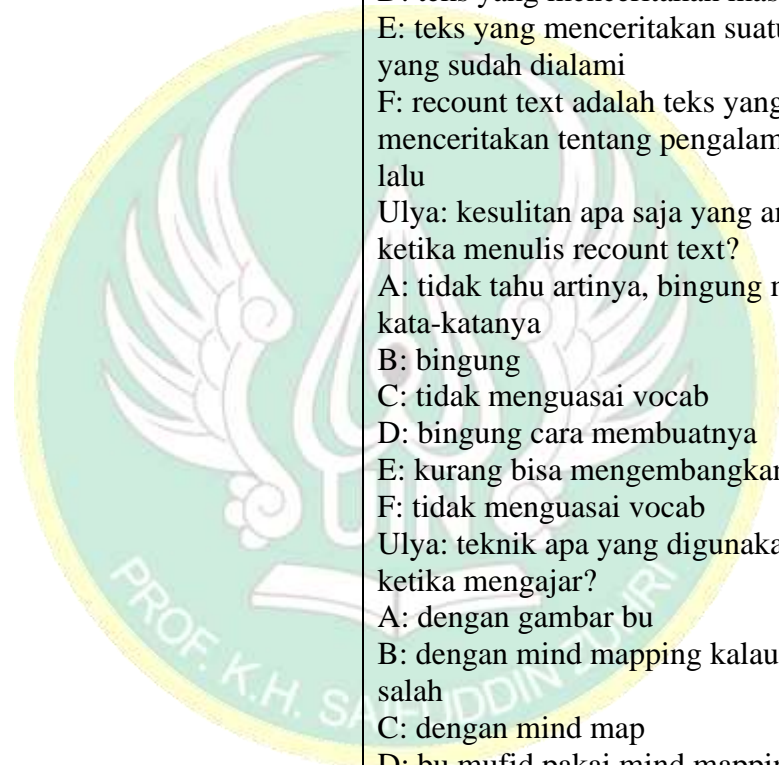
D: recount

E: recount text

F: recount text, terus narrative

Ulya: menurut anda, apakah materi recount text itu sulit?

A: sulit



B: sulit tapi tidak terlalu
C: biasa saja Bu
D: tidak terlalu sulit Bu, tapi kadang kalau tidak tahu artinya jadi sulit
E: sulit, karena tidak paham
F: sulit
Ulya: apa yang kamu ketahui tentang recount text?
A: recount text itu masa lampau
B: tentang pengalaman masa lalu
C: teks yang menceritakan tentang kejadian masa lalu
D: teks yang menceritakan masa lampau
E: teks yang menceritakan suatu kejadian yang sudah dialami
F: recount text adalah teks yang menceritakan tentang pengalaman masa lalu
Ulya: kesulitan apa saja yang anda alami ketika menulis recount text?
A: tidak tahu artinya, bingung menyusun kata-katanya
B: bingung
C: tidak menguasai vocab
D: bingung cara membuatnya
E: kurang bisa mengembangkan paragraf
F: tidak menguasai vocab
Ulya: teknik apa yang digunakan guru ketika mengajar?
A: dengan gambar bu
B: dengan mind mapping kalau tidak salah
C: dengan mind map
D: bu mufid pakai mind mapping bu. Kadang juga pakai gambar
E: gambar
F: pakai mind map
Ulya: bagaimana langkah-langkah yang dilakukan guru dalam menerapkan teknik tersebut?
A: pertama guru membuat ide pokoknya, terus dilanjut bikin seperti cabang-cabang bu
B: bikin ide pokok
C: membuat ide pokok ditengah, membuat cabang-cabangnya

	<p>disebelahnya, terus diwarnai</p> <p>D: intinya membuatnya pakai beberapa warna, ada hitam, merah sama biru</p> <p>E: gambar judulnya ditengah, terus digaris ke samping. Jadi seperti bercabang begitu. Gambarnya itu pakai beberapa warna</p> <p>F: tulis ide pokok atau topiknya ditengah kemudian bikin garis kesamping dan gambarnya pakai warna-warni agar lebih mudah dan lebih menarik</p> <p>Ulya: menurut anda bagaimana dengan teknik ini?</p> <p>A: saya biasanya menghabiskan banyak waktu untuk memahami materi yang diajarkan oleh guru, tapi seringkali saya juga tidak paham dengan materi-materi tersebut. Berbeda dengan teknik mind mapping ini.</p> <p>B: teknik ini membantu saya dalam memahami materi dengan cepat jadi watu saya banyak dan tidak terbuang sia-sia untuk memahami materi ini.</p> <p>C: teknik ini tidak menghabiskan waktu saya dalam memahami materi, apalagi ini materi bahasa Inggris yang menurut saya sangat susah. Tapi teknik ini membantu saya.</p> <p>Ulya: apakah teknik ini bisa membantu anda untuk lebih fokus dalam belajar bahasa Inggris, khususnya belajar recount text?</p> <p>A: tidak tahu kenapa dengan teknik saya menjadi lebih fokus belajar Bahasa Inggris</p> <p>B: tingkat kefokusn belajar saya meningkat dengan teknik ini, karena mungkin menggunakan warna-warni jadi lebih asyik dan enjoy ketika belajar bahasa Inggris</p> <p>E: warna-warna yang digunakan dalam mind mapping memmbuat rasa saya bosan hilang. Biasanya kalau pelajaran bahasa Inggris saya sering bosan bahkan mengantung tapi karena ini pakai warna-warni jadi ini lebih asyik untuk belajar</p>
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	<p>F: saya merasa antusias ketika belajar recount dengan mind mapping. Saya tidak merasa bosan sama sekali. Pokonya saya lebih fokus belajar</p> <p>Ulya: menurut anda bagaimana teknik tersebut?</p> <p>A: asyik</p> <p>B: seru, tidak bosan</p> <p>C: memotivasi dan efektif</p> <p>D: memudahkan untuk memahami materi</p> <p>E: menarik, karena pakai beberapa warna</p> <p>F: menarik, karena kita jadi lebih mudah belajar recount text-nya</p> <p>Ulya: apakah anda memahami language feature yang ada di recount text?</p> <p>A: ya saya paham</p> <p>B: kurang paham</p> <p>C: language featurnya itu pakai past tense</p> <p>D: tidak terlalu paham</p> <p>E: pakai past tense</p> <p>F: pakai grammar yang menunjukkan masa lampau</p> <p>Ulya: apa yang anda ketahui tentang past tense?</p> <p>A: menunjukkan masa lampau, ditambah -ed</p> <p>B: waktu lampau</p> <p>C: kata yang ditambah -ed</p> <p>D: kalimat yang menunjukkan masa lampau</p> <p>E: kata lampau</p> <p>F: kata masa lampau yang ada -ed nya</p>
<p>Reflection: Students feel difficult to understand English but when the teacher implemented mind mapping technique students feel interest and motivate them to study English.</p>	

RESEARCH ACTIVITIES



1st observation



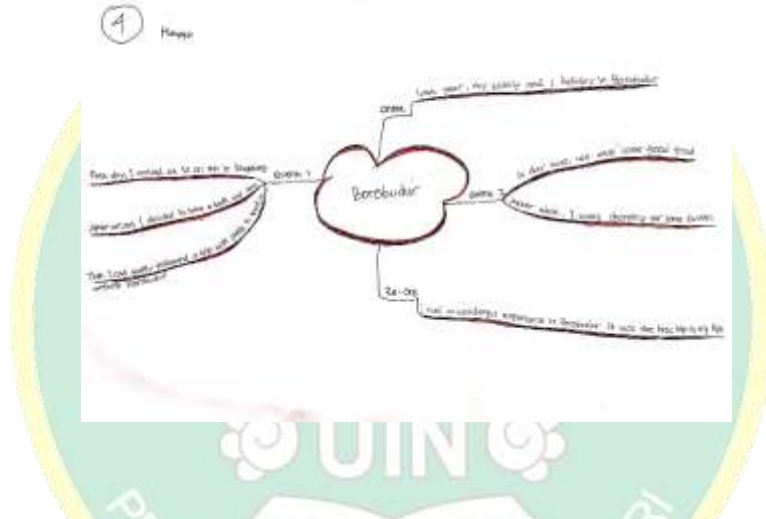
2nd observation



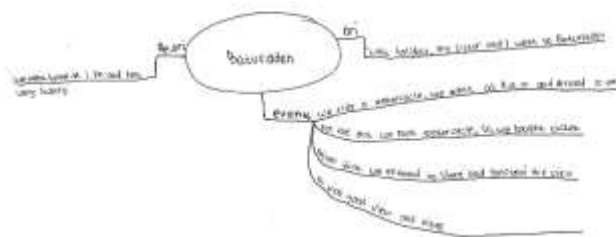
3rd observation



Mind Mapping created by teacher



Borobudur



Mind Mapping created by students

Curriculum Vitae

A. Personal Detail

1. Name : Ulya Al Fiana
2. Students Number : 1817404043
3. Place, Date of Birth : Lamongan, 16th April 1999
4. Address : rt. 06 rw. 05 Pagendingan, district Maduran,
Lamongan Regency, East Java

B. Educational Background

1. Formal Education

- a. MI Bahrul Ulum Pagendingan
- b. SMP Negeri 1 Maduran
- c. MA Mambaus Sholihin Manyar-Gresik

2. Non-Formal

- a. Mambaus Sholihin Islamic Boarding School
- b. Pesantren Mahasiswa An Najah Purwokerto

C. Organization experiences

1. English Department of OSPPMS 2017/2018
2. HMJ TBI 2019/2022
3. EASA UIN SAIZU
4. Committee of Pondok Pena Pesma An Najah

