USING MIND MAPPING AS THE TECHNIQUE FOR PRE-WRITING ACTIVITY TO IMPROVE THE EIGHTH GRADE STUDENTS' PARTICIPATION AND THEIR RECOUNT TEXT WRITING ACHIEVEMENT AT MTs AL-IHSAN TEMBELANG JOMBANG IN THE 2014/2015 ACADEMIC YEAR

THESIS

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CHAPTER I. INTRODUCTION

This chapter is aimed to introduce what is discussed in the research, the reason, and the objectives of the research. It is divided into four parts: background of the research, research problems, objectives of the research, and significance of the research.

1.1 Background of the Research

English plays an important role in the Indonesian education system relating to the fact that English becomes an international language. Thus, the government takes English as one of the compulsory subjects which is taught from elementary school as a local content subject up to university level. In the attachment of National Education Ministry Regulation (*Lampiran Peraturan Menteri Pendidikan*) number 23/2006 about graduates' standard competence, it is stated that the SMP graduates should be able to perform four language skills (listening, speaking, reading, and writing) both in *Bahasa Indonesia* and in English.

The curriculum used in Indonesia recently is the 2013 curriculum. However, some schools do not use this new curriculum yet. Most of the schools use the 2013 curriculum for the first grade and the 2006 Institutional Level Curriculum (*KTSP 2006*) for the second and the third grade. Indeed, MTs Al-Ihsan Tembelang Jombang is one of the schools which uses both of the curriculums. On the latest curriculum, it is stated the objective of teaching English is to enable students to communicate using English, both in spoken or written forms.

Writing is the way to communicate what are to be thought in the written form. It is one of the language skills that should be mastered by the students. It needs a process in constructing a good composition of writing. Stanley (2003) states that it is

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impossible that writing process was just facing the blank page, starting to write and finishing it without planning and editing. It is supported by Morley (2011) who states that writing, unlike speaking, is not a naturally acquired skill. Even in our first language, the writing skill must be practiced and learned through experience.

The first preliminary study was conducted at MTs Al-Ihsan Tembelang Jombang on September, 8th 2014 by interviewing the English teacher of VIII C. The result of the interview revealed that the awareness of some students in VIII C toward the important of studying English was still low. The students considered that they studied English only for their obligation as students. As result, they only concerned on how to get a good score rather than how to master well the English lesson. Because of that reason, some students get difficulties in practicing their English either spoken or written. The teacher said that the students of VIII C often got confused in starting their writing because they had difficulties in developing idea. The English teacher also said that almost half of the students did not actively participate the writing class. It can be shown by the previous mean score of writing achievement test given by the English teacher, that was 67 while the standard mean score of the school (SKM) is 72. It means that only 44 % or 16 from 36 students of VIII C who passed the mean score decided by the school. In consequence, they concerned on how to finish the writing soon rather than how to make a good composition of their writing.

The second preliminary study was done by doing classroom observation on September, 11th 2014. The result of the observation showed that in writing class, the teacher firstly guided the students' knowledge about the generic structure and the language features of the text. Then, he provided the example of the text in written form based on the text genre. After that, he asked the students to identify the generic structure of the text. Lastly, he asked the students to compose their writing based on the text genre individually. During the explanation process of general information of the text, some students seemed bored in paying attention on the explanation. That was because the teacher dominated the whole activities in the class. In addition, when the teacher asked the students to write a text, some students directly started their writing

activity, even though, they just pretended to be busy by searching some difficult words in their dictionary. Some others were busy with their own businesses such as talking with their friends, disturbing the other friends and drawing some things.

From those two preliminary studies, it can be found that the most students in VIII C did not actively participate writing activity. In consequence, they got low achievement in writing activity. Accordingly, the researcher decided to conduct a classroom action research collaboratively with the English teacher as a form of self-reflective enquiry undertaken by participants in educational situations in order to improve their educational practice (Kemmis in Hopkins, 2008:48) by using mind mapping technique in writing skill.

The main problem faced by the students in VIII C grade was they got difficulties in developing their idea. They often felt confused when starting their writing. By using mind mapping technique, students can start writing easily. Steele (2005) argues that mind mapping is a spontaneous pre-writing activity. Mind mapping is a graphic strategy to connect the supporting idea with the main topic by using certain symbols, colors or pictures. As Langan (2008:30) says that the students can use various symbols such as ovals, boxes or circles in mind map. Thus, the students not only can start their writing easily but also can organize their writing sequence based on the concept in mind mapping.

A study of mind mapping technique was conducted by Forsiana through experimental research (2013). Using pre-experimental design with Nonequivalent-Groups Posttest-Only Design, she found that there was a significant effect on the eleventh grade students' writing achievement at SMAN 1 Glenmore in 2012/2013 academic year. Further, the classroom action research was conducted by Fajri (2011). Her research at SMAN 1 Boyolali was conducted in two cycles. The result of her research showed that students' writing skill improved after the implementation of mind mapping technique. It was proven by the improvement of students' writing score from 73.6 to 83.6. Another classroom action research was conducted by Indra (2013) entitled "The Use of Mind Mapping Strategy to Improve Students' Ability in

Writing Procedure Text (An Action Research at Tenth Grade of SMA Negeri 1 Susukan Kab. Semarang)". His result showed that the result of writing test done after the implementation of the actions in two cycles had improved. The mean score of students' writing tests showed that it improved from 63.214 to 80.681.

By considering the students problem in writing activity, a classroom action research entitled "Using Mind Mapping as the Technique for Pre-writing Activity to Improve the Eighth Grade Students' Participation and Their Recount Text Writing Achievement at MTs Al-Ihsan Tembelang Jombang in 2014/2015 Academic Year" was conducted to know whether mind mapping technique is successful in improving the students' achievement of writing recount text.

1.2 Problems of the Research

Based on the background of research above, the research problems were formulated as follows:

1. Can the use of mind mapping as the technique for pre-writing activity improve the eighth grade students' participation in writing skill of recount text during teaching learning process at MTs Al-Ihsan Tembelang Jombang?

2. Can the use of mind mapping as the technique for pre-writing activity improve the eighth grade students' writing skill of recount text achievement at MTs Al-Ihsan Tembelang Jombang?

1.3 Objectives of the Research

This research was designed:

1. To improve the eighth grade students' participation in writing skill of recount text by using mind mapping as the technique for pre-writing activity during teaching learning process at MTs Al-Ihsan Tembelang Jombang.

2. To improve the eighth grade students' writing achievement skill of recount text achievment by using mind mapping as the technique for pre-writing activity at MTs Al-Ihsan Tembelang Jombang.

1.4 Significances of the Research

The result of this research is expected to be useful for the following people:

1. The English teacher

The result of this research is expected to be useful as information for the teacher in using mind mapping as the technique for pre-writing activity while teaching writing skill. Hopefully, this technique can improve students' writing skill achievement. As a result, the English teacher can apply this technique to the other kind of text even the other language skills.

2. The students

The actions given to the students are expected to improve students' active participation in writing process using new technique they never used and developing their idea along writing process in order to improve their writing skill achievement.

3. Future researcher

Hopefully, the result of this research will be useful for the other researchers who want to conduct their further research dealing with the use of mind mapping technique focusing on different type of text or different design of research.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter deals with the review of some related literatures covering the writing in English Language Teaching (ELT), the aspect of writing, recount text, the concept of mind mapping, the form of mind mapping, the step of creating mind mapping, the strengths and the weaknesses of mind mapping technique in teaching writing, the procedure of applying mind mapping technique in teaching writing, and the last is research hypothesis.

2.1 Writing in English Language Teaching (ELT)

English plays an important role in the Indonesian education system. The regulation of the National Education Ministry (*Lampiran Peraturan Menteri Pendidikan*) number 22/2006 states that the students should be able to develop four skills (*listening, speaking, reading, and writing)* in the perfomative, functional, informational, and informative levels. The students of junior high school use the functional level in their Teaching Learning Process. The students should be able to communicate both spoken and written to solve the daily problems in Junior High School Level. This research focuses on writing skill since the students of the VIII C at MTs Al-Ihsan Tembelang Jombang got difficulties in developing their idea in their writing.

Writing is an activity of delivering someone's idea in written form. Zamel (1982:197) says that writing is the process of exploring one's thoughts and learning from the act of writing itself what these thoughts are. Langan who got a C for his first college essay defines writing as a skill, writing as a process discovery and writing as a way to communicate each other (2008: 13-15).

One should bear in mind that writing is a skill, not a "natural gift". It is the skill just like cooking, driving, typing and sewing (Langan, 2008:3). Moreover, like

any other skills, it can be achieved through learning. Morley (2011) also states that unlike speaking, writing is not an ability we acquire naturally, even in our first language, it has to be taught. Harmer (2004:3) also argues that for children, a spoken language is acquired naturally as the result of being exposed to it, whereas, the writing ability must be consciously learned.

The condition above is proven by Langan that writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey (2008:14). The act of writing here, is not as simple as transferring their thinking into written forms. Writing is about generating and organizing ideas, even in translating those ideas into readable text (Richard and Renandya, 2002:303). In this case, the writer should anticipate whether the audiences or the readers understand or not what is meant by the writer.

Dealing with the way to communicate with each other, writing is a language skill which is used for indirect communication, it means that the communication happened without facing each other (Tarigan, 2008:3). He also says that communication is a process of delivering and receiving some messages of one another. When writing for other, it is crucial to know both the purpose for writing and the audience who will read your work (Langan, 2008:15).

From those definitions of writing, it can be concluded that writing is not a simple activity because writing needs conscious effort. It needs a process in composing a good writing which can be understood by the reader. Some experts also argue that writing is not that easy for students. Tangpermpoon (2008:1) claims that writing is considered as the most difficult skill for language learners because they need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their reader. This is in line with Nurgiyantoro's (2001: 296) statement which asserts that writing ability is more difficult to be learned than those three skills even by the L1 students. Writing skill requires not only the ability in applying language use, but also it needs creativity in composing a good content of

writing. Thus, we can infer that writing skill is difficult since it involves not only creativity in generating ideas, but also the use of aspects in writing skill.

2.2 The Aspect of Writing

According to Brown (2003:243) there are five aspects of writing should be mastered by the students. They are organization, logical development of ideas (content), grammar, mechanic and vocabulary. The researcher used all of those aspects in evaluating the students' writing achievement test because those aspects cannot be separated each other. The following part discusses about some aspects of writing in detail.

2.2.1. Organization

Organization is one of the most important elements of good composition of writing. Developing well-organized writing will make the reader easy to understand what is intended to write by the writer. The most basic elements of organization are a beginning, middle and ending (Moore, et al, 2013: 13). They explain that the beginning of good organization of writing is introducing the idea. The introduction should tell central idea, it is called the topic sentence for a paragraph and a thesis for an essay. Then, the main part of writing is in the middle. It contains of supporting details of the thesis. Usually, it takes long time and long space to compose this part of writing. The last is ending. This part influences the readers' opinion. If the ending is totally flat, it will ruin the readers' opinion. If the ending is strongly impressive, it makes a good communication with the readers.

Furthermore, Bram (in Forsiana, 2012: 11) argues that, "unity and coherence play an important role in making a paragraph or essay readable". A paragraph consists of topic sentences and supporting details. Then, the elements of an essay are thesis and supporting development. When the supporting details relate well with the topic sentences or thesis, the paragraph or essay is unify. It is proven by Brannan

(2010:53) that an effective essay or paragraph is unified if the details of an essay clearly relate to the ides expresses in topic or thesis sentence. Kane (2000:58) claims that a good check on the unity of paragraph or essay is to make sure that everything in a paragraph or essay is subordinate to and derived from controlling idea. The following paragraph is the example of unity paragraph:

> "American scientists are working hard to gather facts about sea turtles called leatherbacks. The observers work, no matter what the weather is like-on clear days on in pouring rain. They count the turtles as they come ashore. When the turtles lay their eggs, the scientists walk up and down the beaches for many hours at a time. They count the eggs in the sand. Then, later, they count the eggs that hatch. These biologists know that they are collecting information that will someday be important to other scientist." (Wingersky, 1999:41)

The paragraph above is unify because the supporting details inform clearly and directly related to the general idea in the topic sentence.

Another aspect of organization is coherent. Unity is all about staying on the topic, while coherence concerns on the sentence' structure. Coherence is a connected sentence with connecting word (Brannan, 2010:53). A sentence to another should be linked and related each other just like glue or tape which can keep the sentence falling apart. Further, without connected word or phrase, supporting ideas may be hard to follow and may even seemed unrelated to the topic sentence (Wingersky, 1999:45). Kane (2000:59) also says that coherence is about a clear movement of thought from one sentence to another and from one paragraph to another. It will make the reader enjoy and understand the writing. The following paragraph has the coherence it needs:

> "When Sue was a child, she learned from her dad to be a hard worker. For example, she always helped in the yard. Many times the mowed the lawn together. Sue emptied the grass catcher (which her dad did not overfill), and he did the heavy part by lifting the barrels full of grass. Working together, they did not quit until the job was done. She and her dad worked even after the sun was gone, making sure that the edges to the lawn were neat. In this way, Sue learned to stay with a job until she had done it well and could feel proud of her effort." (Wingersky, 1999:45)

2.2.2. Content

A good paragraph or essay contains several related sentences that support one main idea, which is limited to and focused in one sentence. This sentence helps guide the reader through the related sentences in the paragraph (Wingersky, 1999:24). It means that a good composition of writing should be proven by the information stated in the supporting details which is related to main topic or thesis. Those kind of information should be written as clear as possible. Kane explains that a good content of writing is if there is a connection between your ideas, and present them in a logical order (2000:14).

2.2.3. Grammar

Grammar means the rules which structure our language (Kane, 2000: 13). Thornbury (1999:1) also says that grammar is a description of the rules that govern how a language's sentences are formed. Thus, the students who have a good knowledge of grammar will be easier in composing an essay which is readable. Therefore, "grammar communicates meaning- meanings of a very precise kind" (Thornbury, 1999:3). Some teachers in New South Wales Department of Education and Training in their book entitled *Writing And Spelling Strategies* explain that the successful writer develops their writing by reading and interacting with the speaker who uses the complex sentences in written language. Further, they also say that the students who often rely on the language use of spoken language in writing an essay will avoid the pattern of the language use of writing.

2.2.4. Mechanic

Mechanic refers to the appearance of word, how they are spelled or how they are arranged on paper. A conventional writing needs to start writing with capital letter and finish with full-stop punctuation. Heaton (1990:135) uses the term mechanical skill for spelling and punctuation.

a. Spelling

Spelling makes English relatively easy to read (Harmer, 2004:46). When the writer does not use the correct spelling in the writing composition, the reader will not receive the information stated in that writing. It is better for studying spelling conventionally (Longknife and Sullivan, 2012:69). The problem in spelling faced by almost the writers are they often do not recognize the error. All the writers need to do are to read the draft carefully and find error. Further, having someone else read the draft can help the writers find error. A small address book can also help for listing some difficult words spelling.

b. Punctuation

A good composition of writing cannot be measured only from the content and the language use, but also from the use of the punctuation. Writing and punctuation is like a body with the soul. A body (writing) without soul (punctuation) will not be alive. Brandon and Brandon (2011:501) say that a misuse of punctuation in writing will make the reader struggle to understand the messages. According to Harmer (2004:49), it needs to teach how to use convention punctuation correctly to the students. Therefore, the students will be more careful in using punctuation on their writing assignment. (longknife and Sullivan, 2012:69) argue that the use of effective punctuation in writing skill will make the writing clearer and stronger.

Brandon and Brandon (2011:501) again explain kinds of punctuation, those are: period (.), question mark (?), exclamation point (), commas (,), semicolon (;), quotation mark ("..."), dashes (-), colon ([...]), parentheses ((...)), apostrophes (') and capitalization. Dealing with the capitalization, the use of capitalization is divided into six parts. They are: capitalizing the first word of a sentence, example: *When I was child, i used to play flying kit with my friends;* capitalizing name of person, example: *Edward Jones*; capitalizing word denoting family relationship when they are used before a name or substituted for a name, example: *He walked with his nephew and Aunt Grace;* capitalizing abbreviations after names, example: *Henry White Jr*;

capitalizing titles of essays, books, plays, movies, poems, magazines, newspapers, musical compositions, songs, and works of art, example: *Desire Under the Elms* and capitalize any title preceding a name or used as a substitute for a name, example: *Alfred Wong, a judge*

2.2.5. Vocabulary

Vocabulary is not just a list of words. The best comparison is like a palette of artist's makeup. "Those kinds of colors can be mixed and applied into a powerful effect of shading" (Hackman, 2008:3). Vocabulary has an important role on writing. Those lists of words can be applied in composing good writing by the use of appropriate vocabulary to make an effective sentence. Thornbury (1999:3) proposes that vocabulary, of course communicates meaning. Wingersky *et al.* (1999:58) mention eight classes of vocabulary, namely: nouns, adjectives, verbs, adverbs, prepositions, pronouns, conjunctions, and interjunction or exclamatory words.

2.3 The Process of Writing

The writing process helps you develop content and focus what you want to say. Writing is much more than just putting words on paper. Writing is a process through which you discover, organize and communicate your thought to a reader (Wingersky, 1999:4). By its very nature, writing is a series of forward and backward steps as writers think, reflect, revise, start over, and repeat earlier steps. There are three kinds of writing process, they are: *prewriting, drafting* and *revising and editing* (Langan, 2008:25).

The first step is *prewriting*. Harmer (2004:4) says that before constructing a good composition of writing, an experienced writer firstly plans and decides the idea which is going to write. Sometimes the writers make a detail note, some other make lists of words relate to what to write or may be the others keep ideas in their head

without write them down on a piece of paper. On the same page, he explains that there are three main points should be considered in *prewriting* process. The first is purpose. The writer should decide type of the text will be produced, the case will be informed and the language use. The second is audience. The writer should consider about the audience who will read the information. It will influence not only the shape of writing, but also the choice of language. The last is content structure. It concerns on how best in sequencing the facts, ideas or arguments which they have decided to include. This step might be a very crucial step as far as the process of planning what to write is in this step. As Ogawa (2015) says in his article that the most important part of writing is the starting point of the students.

The second step is drafting. Stanley (2003) called drafting as focusing idea. In this stage, the most important thing is write as much as possible what in your mind is. The students only concentrate on the meaning. Whether the sentence they were produced is coherent or not. Langan (2008:33) also states that in the first drafting not to worry about the grammar, punctuation or spelling. Moreover, if you get stuck when writing, just leave and go on with a blank space or add a comment 'Do latter'. Also, if you get confused on the vocabulary which appropriate, just jump to another sentence by leaving Indonesian language with the red font as a mark.

The last step is revising and editing. Most of students think that drafting is the most difficult step in writing process. However, revising and editing are the heart of writing process (Langan, 2008:35). He imagines revising as a process of cleaning house, throwing all of junk and all unimportant goods and putting the useful thing in the right place. Harmer (2004:5) explains that while revising, the writer may find the order of information which is not clear, the supporting data which is not appropriate with the thesis and perhaps the way of writing a sentence is ambiguous or confusing. While, the process of editing involves checking the grammar, punctuation and spelling. Harmer (2004:5) suggests to have another reader (editor) to make a comment and suggestion over your writing

2.4 Students' Writing Achievement at Junior High Schools

In the attachment of National Education Ministry Regulation (*Lampiran Peraturan Menteri Pendidikan*) number 23/2006 about graduates' standard competence of English lesson, it is stated that SMP graduates should be able to express the meaning of functional written text and simple short essay either formal or informal in the form of *recount, narrative, procedure, descriptive and report text* to interact with surroundings. It means that writing should be taught in Junior High School level even though writing does not belong to one of the skills which are tested in National Examination. This research used recount text in improving students' writing skill by using mind mapping as the technique for pre-writing activity.

Writing achievement in this research refers to the result of students' achievement in the form of writing recount text after applying mind mapping technique as pre-writing activity. In order to get the information about the students' writing achievement, firstly, it is needed to conduct a writing achievement test. Achievement test has a purpose to gain the information about how successful the students achieve the materials have been taught (Hughes, 2003:13). Dealing with the gaining of information in the form of students' score in writing recount text by using mind mapping technique**,** there are two kinds of scoring method in writing, those are holistic and analytic scoring.

The first scoring method is holistic scoring. The basic of this scoring method is an overall impression of the writing assignment. Holistic scoring is often known as impressionic scoring (Hughes, 2003:94-95). The advantage of this method is no wasting time (being very rapid), an experienced scorer can judge a one-page piece of writing in a couple of minutes or even more. As the result, the scorer still has much time to do scoring more than once. However, the disadvantages of holistic scoring are; 1) there is no diagnostic information and 2) the scale may not equally apply to all genres of writing (Brown, 2003:242).

The second scoring is analytic scoring. Analytic scoring is an activity of evaluating the writing achievement test which requires a separate score for each aspect of writing (Hughes, 2003:99). According to Brown (2003:243) by separating

the score of each aspect of writing, it enables the learners to know the weaknesses and the strengths of their writing composition. Thus, the teacher can tailor their own analytical scoring of an essay based on the students' need vary. The level of proficiency and the genre of the text can make a significant difference in emphasizing the certain aspect. Meanwhile, the main disadvantage of this method is taking longer time (Hughes, 2003: 102). The researcher used analytic scoring in measuring students' writing achievement test. It is proven by Brown (2003:243) that classroom evaluation of learning is best served through analytic scoring.

2.5 Recount Text

Recount text is one kind of texts which is taught to the eighth grade students of junior high school. It is stated in the syllabus of English for Junior high school, besides recount text, descriptive and narrative texts are also taught to this grade. This research only observed the students' writing achievement in recount text which was taught to the first and second semesters in the second grade.

Recount text is a text that tells about the personal experience in the past time. The social function of recount text is to retell the events in the past for the purpose to inform or entertain the reader. Further, recount text has a function to give the audience a description of what occurred and when it occurred.

Every text should have a social function, generic structure and the language feature. As well as recount text, it has generic structure. The generic structures of recount text are orientation, events in time order and reorientation. While the language features of recount text are as follows:

a. Introducing personal participant (I, my group, etc.)

b. Using chronological connection (then, first, second, etc)

c. Using linking verb (was, were, saw, heard, etc)

d. Using action verb in the form of past (went, bought, washed, etc)

e. Using simple past tense.

Table 2.1 The example of recount text

Generic Structure	Title: Study Tour
Orientation Tells about who was involved, what happened, where the event took place and when it happened	Last Sunday, I had a study tour to the museum with my classmates. There were 24 students in my class. We were divided into six groups. We left school at 08.00 o'clock and we arrived at the museum at 10.00 o'clock
Events Tells what happened in sequence or chronologically	We were accompanied by our tour guide named Mr. Smith. First, he guided us into the dinosaur exhibition. There were fake dinosaurs which had roaring noises. They were scary but awesome. Next, Mr. Smith took us to the games zone. My group played Hidden Tombs. It was an easy game. All we had to do was following the clues to get through the pyramid maze. I was the one who found the first tomb. After that, we watched the video about mummies. During the time, Mr. Iqbal, out teacher gave us a worksheet to do. When we finished it, we went to see the real mummies
Reorientation Optimal closure of event or ending	We had our lunch in the museum cafetaria before we went back to school. We went back to school at 01.00 o'clock. It was my amazing experience

(Adapted from www.writingfun.com)

2.6 The Concept of Mind Mapping

Mind Mapping is a radiant thinking which can improve the idea or thinking in all directions, divergent and can be seen in every point of view. Radiant thinking is the way of thinking based on brain activity that is connected each other (Swadarma, 2003:3). There are some different names of mind mapping technique. Those are clustering or diagramming (Langan, 2008:30). Clustering or diagramming can be used to generate the material for an essay. This technique is useful for those who like to do their thinking in a visual way. Besides, Harmer (2004:89) defines that spider gram, the others' name of mind mapping, is a visual way in making preparation notes. This research uses the term mind mapping along the discussion.

Mind mapping firstly found by Tony Buzan in 1997. The concept of radiant thinking and mind mapping began to emerge when he realized that human was born with a brain which more powerful than computer. Buzan (2005b:15) says that "mind mapping technique is a creative and effective means of note-taking that literally maps out thoughts". Mind mapping is a technique that stimulates both parts of the brain (Hofland, 2007:5). Hofland tells that most students do not use both parts of their brain. They often use the left half rather than the right half. The left half is used for rational and logical thinking whereas the right half is used for creative thinking. She adds that creative thinking will enhance motivation. Some subjects that involve creative thinking, such as drama, music, drawing and art are more interesting. Some students like those kinds of subject because they involve a certain level of freedom. They are free to use their mind to create something based on their feeling and their experience.

2.7 The Form of Mind Mapping

Mind mapping is a writing method which works by using brain management principle, that is why, it can open up all the hidden brain potensial and capacity (Swadarma, 2002:3). Mind mapping has something in common. It has natural structure, that is, some branches spreading from the center. And those branches are connected to the center with curved line. Mind mapping also uses symbols and words. Velliaris (2009:1) says that in order to create a mind map, it usually starts in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures.

Langan (2008:30) also argues that the students can use various symbols such as ovals, boxes or cyrcles in mind mapping. Further, Steele (2005) states that in creating mind mapping, students start writing with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind

makes associations. The diagram of mind mapping pattern by Ingemann is shown as follows:
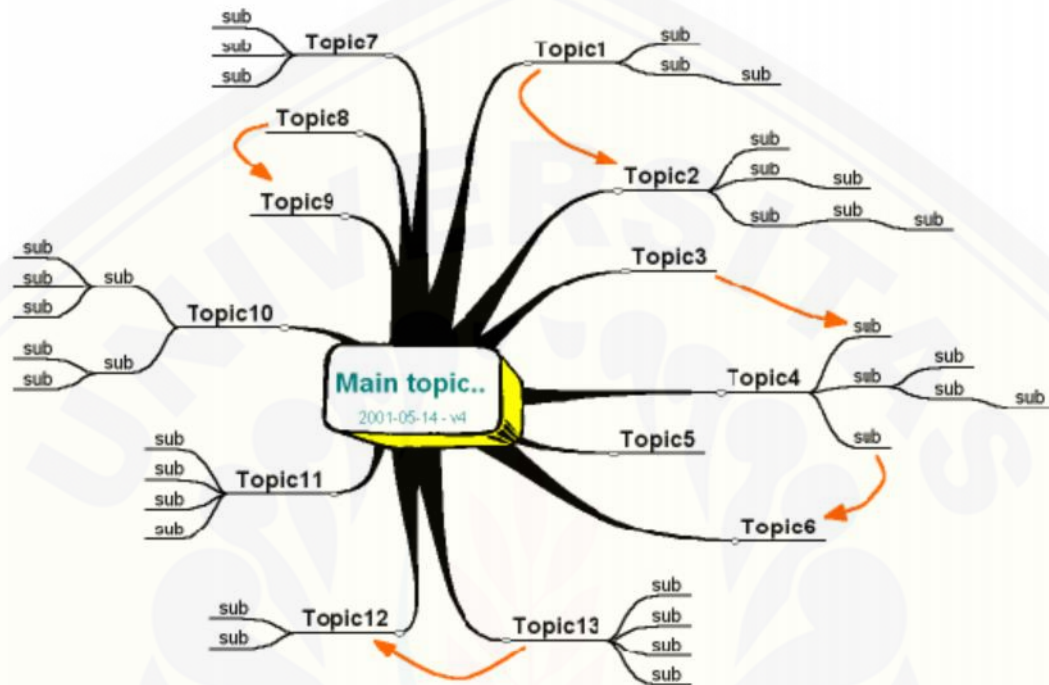

Figure 2.1 Ingemann's mind mapping pattern (Adopted from Ingemann : 27*)*

The mind mapping pattern proposed by Ingemann consists of main topic in the center, and then it is followed by subtopics which are connected by curved lines. Each subtopic has some branches involving some subsets. Mind mapping is a radiant thinking which connects the main topic over some subtopics and some subsets related to the main topic. This set of thinking can be seen on a piece of paper which is easier to revise and edit those thinking.

Mind mapping form proposed by Buzan has different aspect. Besides using the very common structure, Buzan suggests to use images and colors. Buzan (2005b:9) states that the combination of colors, pictures and curved branches are more visually stimulating than conventional note-taking method. Although most of students may think that the use of color in mind mapping is such kind of childish, but colors can stimulate the right cortical activity of imagination as well as capturing and

holding attention (Hofland, 2007:20). Thus, Buzan (2005a:5) also asserts that the human brain thinks in colors and pictures. He explains that when someone says the word "house", it would be a picture of house in colors coming up into the mind instead of the word "house" on the piece of paper. It means that mind mapping technique is natural and easy way to bring back human's memory and visualize it into a piece of paper. The following picture is the example of mind map by Tony Buzan:
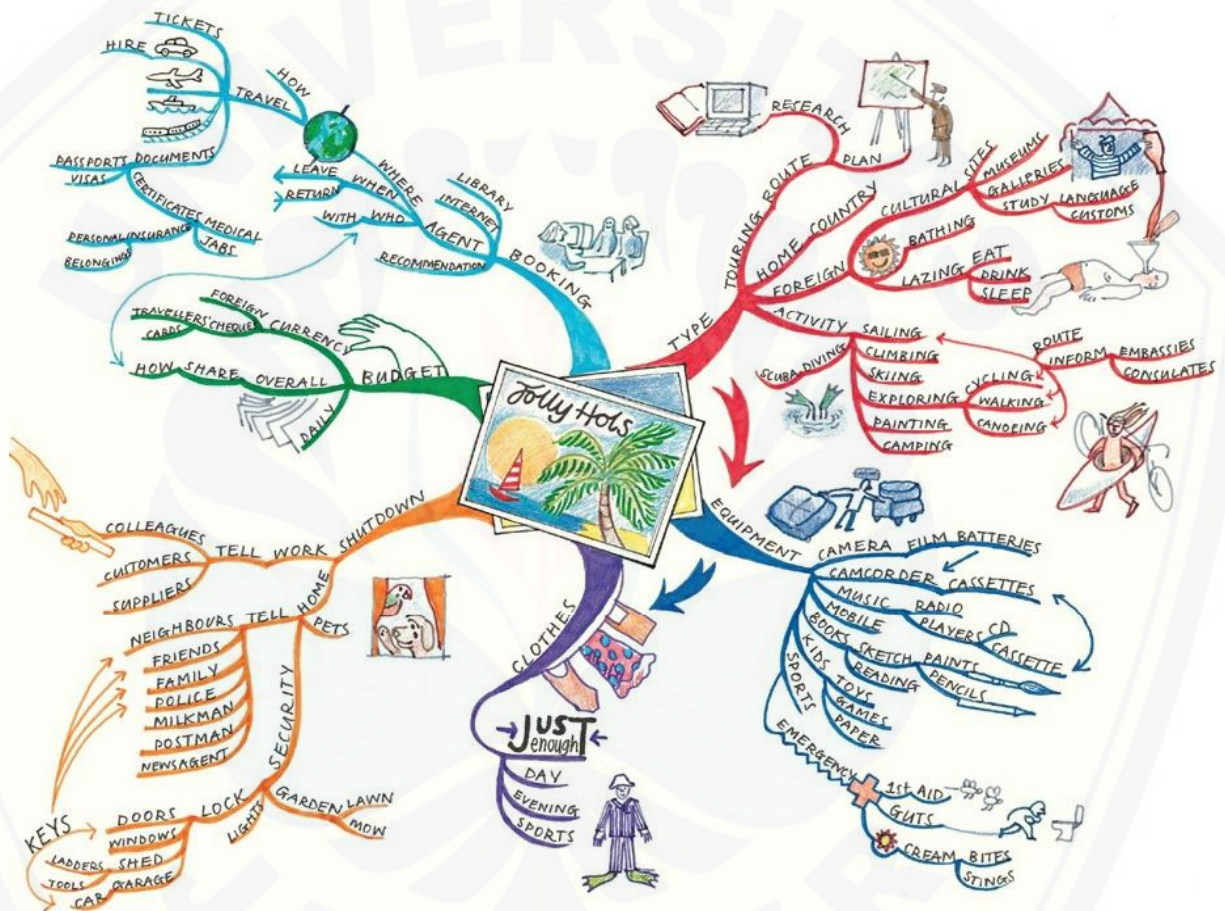
Figure 2.2 The hand writing of mind map about "Holiday" by Tony Buzan (Adopted from Buzan, 2005b:18)

The example of mind map by Buzan tells about "Jolly's Holiday" which is stated in the center as a topic. Then it is connected by some branches with different colors which tell about something must be prepared before having a vacation. Each branch has sub-branches with the same color tell about the details of the preparation. The mind map also completed with the picture that represent the details. The

researcher applied this kind of mind map in teaching recount text writing at VIII C in order to make the students more interesting and motivating the students in writing process.

2.8   The Step of Creating Mind Mapping

Mind mapping technique can be a good choice to get successful learning. Buzan (2005a:4) states that mind mapping technique can help the students to remember better, come up with brilliant ideas, organize ideas, and also have more fun. The mind map is not difficult to make. The mind map tool kit is also very simple. To complete the mind map, the only things will be needed are paper, colored pencil, and brain (Buzan, 2005a:11). Many experts represent how to create mind map almost in the same way. The following points are the steps of creating mind mapping by Tony Buzan (2005a:10):

1. Use a blank sheet of unlined paper and some colored pens. Make sure the paper is placed sideways.
2. Draw a picture in the middle of the page that sums up the main subject. The picture represents the main topic.
3. Draw some thick curved connected lines coming away from the picture in the middle of paper. One for each
4. Name each of this ideas and, if you want, draw a little picture of each
5. From each of this idea, you can draw other connected lines, spreading like the branches of a tree. Add your thoughts on each of these ideas. The additional branches represent the details.

2.9   Mind Mapping in Pre-Writing Activity

Once we said that writing is such a difficult skill, it is normal even for the L1 learners. Writing activity is not as easy as pouring water into the glass. Writing needs a process. Brandon and Brandon (2011:32) say that "the process of writing is recursive, which have a meaning "going back and forth". As discussed before that the crucial step in process writing is in the pre-writing strategy. Pre-writing activity

becomes a bridge to start developing idea and visualize what inside the brain. There are some strategies in pre-writing activity which can help the writer to attack the blank page syndrome with imaginative thought, analysis, and experimentation, those are free writing, brainstorming, clustering, and gathering information (Brandon and Brandon, 2011:33).

The first strategy is free writing strategy is the way to start organizing ideas by writing without stopping. Brandon and Brandon (2011:38) says that the writer do not concern on the aspects of writing such as grammar, punctuation, or spelling. However, they concern on discovery, invention, and exploration. If the writer losses for words on the topic, the writer can just write in a comment such as "I don't know what is coming next". The second strategy is brainstorming. Brainstorming strategy concerns on the important words or phrases related with the topic. There are two basic form of brainstorming; 1) asking and answering big six questions (who, what, when, where, why, how); 2) listing (Brandon and Brandon, 2011:35).

Third strategy is clustering. Langan (2008:30) says that clustering is also known as diagramming and mind mapping. Brandon and Brandon (2011:39) say that clustering is a visual way of showing connection and relationship. Clustering started by writing a topic in the center then circle it. From that topic, write any sub-topic around the topic. Connect with a line those sub-topics which indicates those sub-topic relates to the topic. The fourth strategy is gathering information. The writer gains some information through reading some resources. It can be taken from internet, book, newspaper or magazine. The activity is not only reading, but also underlining, perhaps note-taking and summarizing.

Based on the discussion about the way to develop and organize ideas along pre-writing activity, the researcher chose mind mapping as the technique to improve the students in the VIII C grade because of some reasons; 1) mind mapping technique is an easy way to get information into and out your brain; 2) mind mapping technique is a way of taking notes that is not boring; 3) mind mapping technique is the best way of coming up with new ideas and planning projects (Buzan, 2005a:4).

2.10 Applying Mind Mapping in Recount Text Writing

Dealing with pre-writing activities, mind mapping technique is an appropriate method to develop idea as long as mind mapping is a process of generating ideas, they can link the ideas easily and they will be more focus on relating those linked information among the ideas. Buzan (2005b:179) also says that mind mapping technique is a excellent tool to help writing a well-structured and focussed essays. Here are some procedures of applying mind mapping technique in recount text based on the step of creating mind mapping proposed by Buzan (2005a:10) :

1. Prepare a blank sheet of paper, and then draw a certain symbol with the certain color in the centre of paper. Write down a topic inside the symbol.

2. Write the BOIs or sub-topics of orientation which is connected to the topic. Add some supporting details as new branches of sub-topic which tells about when the story happened, who was involved in the story, what happened and where it took place. Connect them with lines.

3. Write the BOIs or sub-topics of event which is connected to the topic. Add some supporting details as new branches of sub-topic which tells about a series of events in chronological order. Connect them with lines.

4. Write the BOIs or sub-topics of reorientation which is connected to the topic. Add some supporting details as new branches of sub-topic which tells about optional closure of ending or personal comment of events. Connect them with lines.

5. Complete the topic, the BOIs or sub-topic and some branches with a certain picture which represents them.

6. Write down a recount text in other paper based on the mind mapping that have been created.

   The following picture is a handwriting of recount text mind mapping entitled "Study Tour"
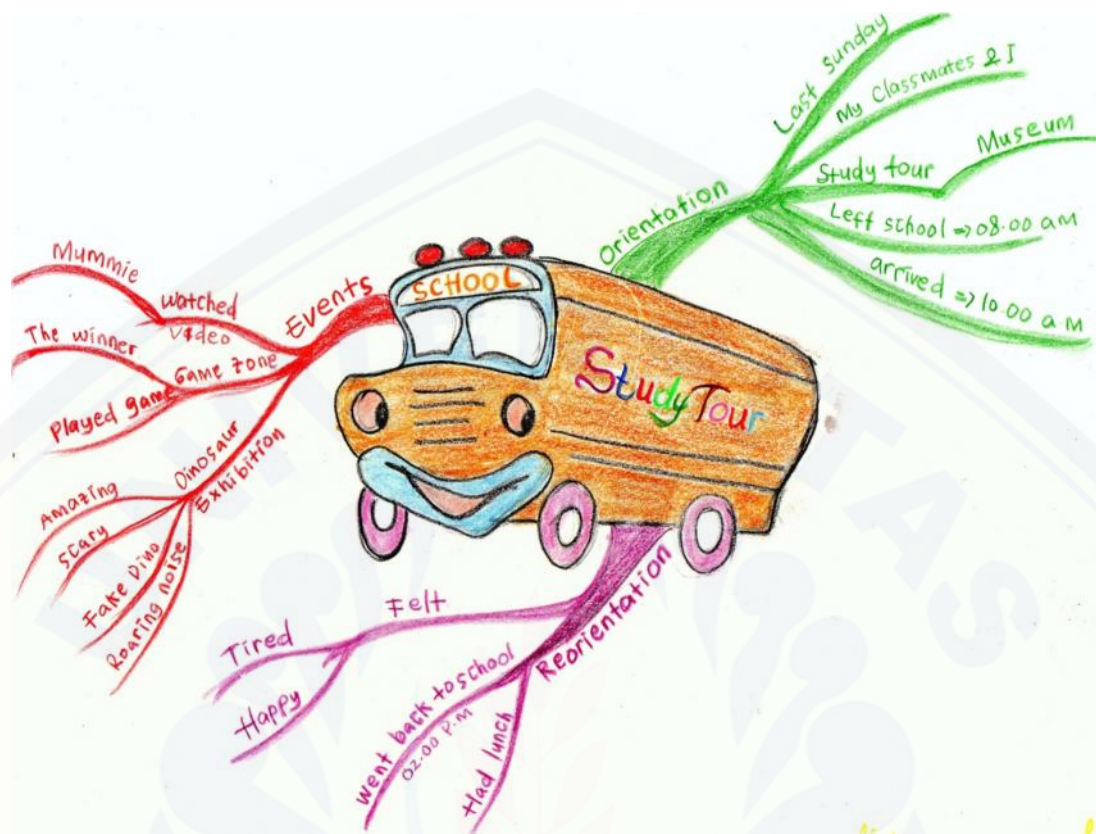
Figure 2.3 The hand writing of recount text mind map entitled "Study Tour"

(Researcher's Mind Map)

2.11 The Strengths and Weaknesses of Mind Mapping Technique in Teaching Writing

There are some strengths of using mind mapping technique in writing skill. Especially for pre-writing activity. Steele (2005) argues that mind mapping is a spontaneous pre-writing activity. She also argues that mind maps work well as their visual enables students to see the relationship between ideas, and encourages them into group certain ideas together as they proceed. Buzan (2005b:179) states that the strength of using mind mapping technique in writing is enable to see the whole picture of what to write and assess if the structure of essay is logical.

Moreover, Hofland (2007: 30) gives an explanation about some strengths of using mind mapping, those are:

1. Applying mind mapping is fun, it is a creative process and natural way to organize thoughts. Most students like this technique because it is not boring.

2. Mind mapping makes revision easier and faster. The branches immediately give insight whether they are related or not. When new information is given, just add a new branch on it.

Further, Velliaris (2009:4) says the benefits of using mind mapping technique in writing skill are:

1. Giving an overview of large subject or broad topic and allowing representing it with a certain models.

2. Providing with the more attractive and enjoyable format which is eye catching and easy to remember.

In conclusion, as discuss before that process writing will be going back and forth, mind mapping has not only an advantage for developing and organizing ideas in pre-writing activity, but also in revising the draft. In revising stage, the students can re-check the BOIs and the branches. Whether or not they are related to the central topic. It means that mind mapping also helps to make a coherent essay. Unfortunately, Hofland (2009:31), in her research, found that there are some weaknesses of mind mapping in writing skill, they are:

1. The first time applying mind mapping will be a little bit awkward. The students, especially for intermediate and advance level will feel weird and childish to apply this technique.

2. Mind mapping can also be quite time consuming in the beginning.

2.12 The Procedures of Teaching Writing of Recount Text by Using Mind Mapping Technique

This research used Collaborative Learning as the approach in teaching writing of recount text by using mind mapping technique. The use of mind mapping here is as

a pre-writing strategy. As noted before, that mind mapping is a spontaneous pre-writing strategy (Steele, 2005). It is used to generate the ideas before they start to write. The procedures of teaching writing recount text by using mind mapping technique are as follows:

1. Giving an interesting theme related to the students experience.
2. Reviewing the general information about recount text.
3. Giving explanation how to organize ideas by using Mind Mapping to the students on the whiteboard.
4. Stimulating the students' ideas and organizing some of their ideas on the whiteboard.
5. Asking the students to make a group in pairs.
6. In the prewriting process, asking the students to organize their idea through mind mapping based on the topic given
7. Asking the students write a recount text based on the mind mapping they made.
8. Asking a pair of students to write their work on the whiteboard.
9. Discussing the students' work.

2.13   Research Hypothesis

Based on the problem of the research and the related literature review above, the research hypotheses are formulated as follows.

1. The use of mind mapping as the technique for pre-writing activity can improve the eighth grade students' participation in recount text writing achievement during teaching and learning process at MTs Al-Ihsan Tembelang Jombang.
2. The use of mind mapping as the technique for pre-writing activity can improve the eighth grade students' recount text writing achievement at MTs Al-Ihsan Tembelang Jombang.

CHAPTER III. RESEARCH METHODS

This chapter presents the research methods applied in this research. They cover research design, area determination method, respondent determination method, operational definition of the terms, data collection method, research procedures and data analysis method.

3.1 Research Design

The design of this research is classroom action research. Classroom action research was chosen because it was intended to improve students' achievement of the recount text writing by using mind mapping technique. Dealing with Action Research (AR), Burns (2010: 2) defines that AR is broad movement related to the idea of 'reflective practice' for the teacher. It means that the teacher needs to think critically about the way they teach. The teacher should makes such reflection dealing the teaching and learning process. Whether or not the teaching technique, the approach even the media appropriate with the students' need. Further, Fraenkel & Wallen (2006:567) state that action research is conducted for the purpose of solving some kind of day-to-day problem or obtaining information in order to inform local practice.

This research was conducted in MTs Al-Ihsan Tembelang Jombang. The researcher collaborated with the English teacher who teaches the VIII C students of MTs Al-Ihsan Tembelang Jombang. In other words, the researcher and the teacher worked collaboratively in identifying the problems faced by the students, planning the action, constructing the materials and take turn in doing the action, doing the classroom observation and reflection. As Arikunto (2011:17) says that collaborative research is an ideal way because it can reduce the researcher's subjectivity.

This classroom action research was conducted with the cycle model. Each cycle covered four stages of activity, namely the planning of the action, the implementation

of the action, classroom observation and the evaluation of the action. The cycle was ended after the result of the reflection has achieved the target or the mean score. The action which was given to the respondents was teaching writing by using mind mapping technique. The design of this action research is illustrated in the following diagram.

Preliminary Study Interview Fact finding & analysis Identifying initial idea	Revising some necessary aspects	**Reflecting** If the result does not achieve the target mean score
Planning • Constructing the lesson plan • Preparing the materials • Preparing the observation checklist • Constructing writing achievement test	**Implementing** • Teaching writing skill by using mind mapping technique • Observing • Giving a writing achievement test	**Analyzing and Evaluating**
	Conducting the second cycle to know the consistency result of the first cycle.	**Reflecting** If the result achieves the target mean score

Figure 3.1 The design of the classroom action research (Adapted from Lewin 1980 in Elliot, 2001: 71)

The activities of the research uses the following procedures:

The first stage is preliminary study. In this stage, the English teacher in MTs Al-Ihsan was interviewed in order to find the problem faced by the students and the classroom observation was done toward the students' participation during the teaching learning process of writing. This included finding the documents containing the students' list of name and the data about students' previous scores of writing achievement.

The second stage is planning. In this stage, lesson plans were constructed. Besides, materials which was related to the lesson plan, observation checklist and writing achievement needed to be prepared before doing the next stage.

The third stage is implementation. In the implementation stage, the action in the first cycle was implemented by teaching writing skill of recount text by using mind mapping technique. There were two meetings in the first cycle. The action was done collaboratively with the English teacher. While doing the action, observation of students' participation in the class by using observation checklist was also done collaboratively with the English teacher. After doing the action and the classroom observation in meeting 1 and meeting 2, writing achievement test by using mind mapping technique was given to the respondents.

The last stage is evaluation. The results of writing achievement test in the first cycle were analyzed statistically to find the percentage of the students who get score 72 as the passing grade. Then, the results of the analyzed students' writing achievement were evaluated. If the result of the writing test in the first cycle fulfilled the success criteria, it is advised to continue the second cycle in order to make sure that the result in the first cycle was consistence. It also happen if the results of writing test in the first cycle did not achieve the target mean score, the second cycle would be conducted and the lesson plan in the first cycle would be revised.

3.2 Area Determination Method

Area determination method is a method in determining area or place where the research is conducted. This classroom action research was conducted at MTs Al-Ihsan Tembelang Jombang by using purposive method. According to Arikunto (2002:117), purposive method is a method that is used based on certain purposes and reasons. This area was chosen because of some consideration as follows:

1. mind mapping technique was never be applied by the English teacher in teaching writing,

2. as informed by the English teacher in the preliminary study and the observation done by the researcher that the VIII C grade students still had difficulty in writing skill, and

3. it was accessible, as far as the researcher knows well of the second year students' ability, the English teacher also gave permission to conduct the research in that school.

3.3 Research Subjects Determination Method

The research subjects were determined purposively. It means that the subjects of this research were selected because of some reasons. The respondents of this research were the VIII C grade students of MTs Al-Ihsan Tembelang Jombang. This class was selected based on the preliminary study that the students in this class had a problem in constructing a good composition of writing, especially in starting process of writing. The writing mean score of this class was 67, while the standard mean score requirement of writing skill in that school is 72.

3.4 Operational Definition of The Terms

An operational definition functions as a guideline to understand the variables of this research. Besides, it also has a function to avoid a misunderstanding in interpreting the research.

3.4.1 Mind Mapping Technique

Mind mapping technique is a prewriting technique that can help students to start the process writing easily. The students not only can start the writing process easily but they also can write in sequence by using mind mapping technique. In this research, mind mapping technique provided many symbols and colors that could be used by students to categorize the topic and the supporting idea. In this research,

mind mapping technique was classified into independent variable. Mind mapping technique as independent variable was presumed to affect or influence at least one other variable.

3.4.2   Writing Achievement

Writing achievement refers to the result of writing test in the form of recount text after applying mind mapping technique. Their writing was scored based on the aspects of writing, such as grammar, vocabulary, mechanic, content and organization. Writing achievement was classified into dependent variable which was affected or influenced by the independent variable, namely mind mapping technique.

3.4.3   Students' Participation

The students' participation is another dependent variable which depends on what the independent variable does. The students' participation in this research refers to the students' activity in the teaching learning process of writing recount text by using mind mapping technique. The indicators to be observed were based on their activities in writing recount text by using mind mapping technique as pre-writing activity:

1. Identifying the generic structure of recount text
2. Developing their ideas on the mind map in the words or phrases
3. Writing sentences based on the words or phrases in the mind map they have created
4. Constructing a recount text in three paragraphs based on the sentences they have written
5. Asking and answering the questions

3.5 Data Collection Method

There were two kinds of data in this research, namely primary data and supporting data. The primary data was collected by using classroom observation of the actions and writing achievement test in each cycle. The supporting data were collected by using interview and documentation.

3.5.1 Observation

Observation in this research was used to gain the data about the students' participation during teaching learning process of the recount text writing by using mind mapping technique. The students' active participation was observed collaboratively by the English teacher and the researcher. According to Arikunto (2010:200), observation can be done in two ways; systematic observation and non-systematic observation. Systematic observation is the way of observing by using guideline as an instrument. While, non-systematic observation is the way of observing without using an instrument.

In this research, systematic observation was used to measure the students' participation during teaching learning process of writing recount text by using mind mapping technique. The instrument which was used as an observation guide was in the form of checklist. The students who got at least four or more indicators during teaching learning process were categorized as active, while the students who fulfilled less than four indicators during teaching learning process were categorized as passive. The observation checklist is as follows:

Table 3.1 Observation checklist

No.	Student's Name	Indicator					Active	Passive
		1	2	3	4	5		

Note:
1. Identifying the generic structure of recount text
2. Developing their ideas on the mind map in the words or phrases
3. Writing sentences based on the words or phrases in the mind map they have created
4. Constructing a recount text in three paragraphs based on the sentences they have written
5. Asking and answering the questions

3.5.2 Writing Achievement Test

There are four kinds of test, namely: proficiency test, achievement test, diagnostic test, and placement test (Hughes, 2003:11). However, Heaton (1990:171) states that there are four types of test, namely: achievement /attainment tests, proficiency test, aptitude test, and diagnostic tests. In this classroom action research, the test which was administered was achievement test since achievement test has a purpose to gain the information about how successful the students achieved the materials have been taught (Hughes, 2003:13). Moreover, the test was intended to measure the second year students' writing achievement of recount text after they were taught by using mind mapping technique by the researcher and the English teacher.

After choosing a kind of test that was administered based on the purpose, it needs to decide what kind of test which is administered based on the scoring system. Generally, there are two forms of test based on the way of scoring; objective test and subjective test. Objective test is kind of test which no judgment from the scorer is needed. Objective test usually has only one correct answer. Whereas, if a judgment from the scorer is badly needed, the test is called as subjective test (Hughes, 2003: 22). This research applied subjective kind of test (essay test) to measure the eighth grade students' writing skill achievement by using mind mapping technique because the best way in testing people' (students) writing ability is to get them to write (Hughes, 2003:83).

In addition, a good test must be valid and reliable. A test is considered to be valid if it measures accurately what is supposed to be measured. Meanwhile, the

validity of test can be classified into content validity, criterion related validity, construct validity, and face validity (Hughes, 2003:25-30). This research used content validity since the test material was constructed based on the competencies of writing stated in the 2006 Institutional Level Curriculum (KTSP) in English subject. In other word, the materials which were chosen should be suitable with the students' level. In this case, the students' writing achievement that was measured was the students' ability in expressing the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of recount accurately, acceptably, and fluently to construct valid.

Dealing with reliability, Frankel and Wallen (2006:128) state that a test is considered to be reliable if it gives consistent result. To ensure that the result of the test (the writing score) is reliable, inter-rater reliability was applied in this research. Inter-rater reliability refers to the degree of similarity between different examiners. It can be two or more examiners, without influencing each other, giving the score to same script of writing (Wang, 2009:39). The researcher worked collaboratively in scoring the writing achievement test with the English teacher. After getting the result of the writing achievement test, each scorer submitted the rough score then average out the score to reveal the students' final writing score.

The writing test, in this research, was given to the respondents in each cycle after the action given. If the results of writing test in the first cycle achieved the standard mean score, the second cycle would be continued as reinforcement of the results of the students' writing achievement in the first cycle. If the results of the first cycle did not achieve the standard mean score, the action in the second cycle would be continued by revising the lesson plan used in the first cycle. Meanwhile, if the results of the writing test in the second cycle achieved the standard mean score, the actions would be stopped.

Based on the explanation stated in the second chapter, dealing with the scoring method, the researcher decided to use analytic scoring. The writing achievement test was scored based on the scoring rubric proposed by Hughes

(2003:111). Brown (2003:243) states that the advantage of using analytic scoring is the scorer can tailor their own analytical scoring of an essay based on the students' need vary. Here, the scoring rubric was suited into 1-5 score interval instead of 1-6 in the original scoring. It was done to avoid very low score because 6 score is very perfect. It is proven by Heaton (1990:99) that students who have been spending a few hours in a week for learning English over a period of two years cannot possibly be expected to achieve 6 on the scale included. Therefore, the highest (6) score was not included in this research. In other word, the scoring levels 1-5 for each aspect of writing in the Hughes' writing test scoring rubric are all can be seen in the following table:

Table 3.2 Writing Scoring Rubric

Grammar	
5	Few (if any) errors of grammar or word order
4	Some errors of grammar or word order which do not interfere the comprehension
3	Errors of grammar or word order frequent; re-reading is needed for full comprehension
2	Errors of grammar or word order very frequent; readers should lay on their own interpretation
1	Errors of grammar or word order so severe as to make comprehension
Vocabulary	
5	Few (if any) inappropriate words.
4	Some wrong or inappropriate words which do not interfere the comprehension
3	Wrong or inappropriate words frequently; limited expression of ideas
2	Wrong or inappropriate words very frequently; a very limited expression of idea makes the readers rely on their own interpretation
1	Vocabulary limitations so severe as to make comprehension virtually impossible.
Mechanics	
5	Few (if any) noticeable lapses in spelling, punctuation, and capitalization
4	Some Errors in spelling, punctuation, and capitalization but do not interfere the comprehension
3	Misspelling, wrong punctuation and capitalization frequent; re-reading is needed for full comprehension
2	Errors in spelling, punctuation, and capitalization very frequent that readers must often rely on their own interpretation
1	Errors in spelling, punctuation, and capitalization so severe as to make comprehension virtually impossible
Content	
5	Few (if any) lack of substantive knowledge and relevant to assigned the topic
4	Some lack of knowledge and relevant to assigned the topic which do not impair communication

3	Lack of knowledge and relevant assigned topic frequently
2	Lack of knowledge and relevant assigned topic very frequent that readers must often rely on their own interpretation
1	Lack of knowledge and relevant assigned topic so severe

Organization

5	Few (if any) lack of organization and link to ideas
4	Some lack of organization; but do not impair communication
3	Lack of organization and link of ideas frequent; re-reading is necessary for full comprehension.
2	Lack of organization and link of ideas very frequent; the readers should rely on their own interpretation.
1	Lack of organization and link of ideas so severe that communication seriously impaired.

(Adapted from Hughes, 1996:101-102)

The formulation of students' total score (STS) was as follows:

STS = Grammar__ + Vocabulary__ + Mechanic__ + Content__ + Organization__ =

  After getting students' total score, the data was classified into the percenntage of students' writing ability. The formula to gain the percentage was as follows:

$$E = \frac{n}{N} \times 100\,\%$$

Notes:

E = The percentage of students' writing achievement

n = The total score of students

N = The total score of the scoring rubric

(Adapted from Ali, 1993:186)

  The percentage of students' writing achievement were classified into the classification of score levels:

Table 3.3 Classification Of Writing Score Levels

Percentage (%)	Classification
85 – 100	Excellent
75 – 84	Good
60 – 74	Fair
40 – 59	Poor
0 – 39	Failed

(Adapted from Nurgiyantoro, 2001:399)

3.5.3   Interview

Interview is one way in gaining the supporting data collection by asking some questions orally. In line with this, Arikunto (2013:270) states that interview is a dialogue between interviewer and the interviewee in order to get some information needed. In this classroom action research, the researcher interviewed the English teacher of VIII C grade students to obtain the information about difficulties in teaching English in that class, the English curriculum used in that school, and the technique used by the teacher.

The type of interview used in this research was semi structured interview. Semi structured interview is a kind of guided interview which the issues or topics have been outlined by the interviewer in the form of list of questions. However, the interviewer has discretion in ordering the questions. In addition, the interviewer is also free to bring the new idea during the interview as a result of the interviewee answers in gaining more detailed information (Harrel and Bradley, 2009:27).

3.5.4   Documentation

Arikunto (2013:49) briefly explains that documentation is a data resources in the form of graphic or scratches, it can be a picture, table or chart. In this research, documentation was gathered from the English teacher in order to get the supporting data about the students' scores of all skills in the classroom. It was used to get information about what problem faced by the VIII C grade students and how to solve that problem. Besides, the list of names of the VIII C grade students was also taken from the administration staff.

3.6   Research Procedure

This classroom action research was conducted in some cycles in order to achieve the goal of the research. Each cycle consisted of four stages of activities,

those are planning the action, implementation of the action, classroom observation and evaluation, and the data analysis and reflection.

3.6.1 Planning of the Action

There were several activities that should be prepared in this research. Those are as follows:

1. Choosing the appropriate topic related to the institutional level curriculum for the eighth grade students of Junior High School.
2. Constructing the lesson plan for the first cycle.
3. Preparing the mind map of recount text based on the topic as creative as possible.
4. Constructing the writing test by using mind mapping technique on the first cycle.
5. Preparing the checklist form for the observation guide.

3.6.2 Implementation of the Action

In this stage, implementation was done by teaching writing of recount text by using mind mapping technique based on the lesson plans had been constructed. The action was applied with cycle model. One cycle was setted in two meetings (lesson plan I and lesson plan II). After those two meetings, it was followed by administering a writing recount test by using mind mapping technique. The action was carried out during the school hours based on the schedule of the English lesson collaboratively with the English teacher.

After doing those three actions (meeting I, meeting II, and writing test), if the results of the test in the first cycle did not achieve the standard passing grade of the school, the second cycle would be conducted. Moreover, if the results of the first cycle achieved the standard passing grade of the school, the second cycle would also be conducted to know the consistency result on the first cycle. The meeting would be ended if the results of the test have achieved the standard passing grade of the school.

3.6.3   Classroom Observation and Evaluation

The classroom observation was done during the teaching writing process by using mind mapping technique in the VIII C grade students of MTs Al-Ihsan Tembelang Jombang. It was done to monitor the students' participation whether they were active or not. This classroom observation was done collaboratively with the English teacher (the teacher observed the first meeting and the researcher observed the second meeting) by using the checklist guide. The indicators of the students' active participation could be seen during the teaching writing process which covered their participation in identifying the generic structure of recount text, developing their ideas on the mind map in the words or phrases, writing sentences based on the words or phrases in the mind map they have created, constructing a recount text in three paragraphs based on the sentences they have written, and answering the questions

Besides, the evaluation is to know whether or not the use of mind mapping technique can improve the students' writing skill achievement. The evaluation which was used in this research was process evaluation and product evaluation. The process evaluation was conducted during teaching writing process by using mind mapping in every meeting in each cycle. Then, the product evaluation was administered at the end of each cycle after the action(s) given in the form of writing achievement test.

The criteria that were used to evaluate the success of students' writing achievement are as follows:

1. The result of observation shows at least 75% of students fulfill three or more indicators stated in the observation checklist.

2. 75% of the students achieve the minimum requirement standard score that is   72

3.7   Data Analysis Method and Reflection

3.7.1   Data Analysis Method

In this research, the data which is analyzed were the result of writing achievement test and the result of observation during teaching writing skill process by using mind mapping technique. To find the mean percentage achieved by the students

in writing achievement test, the result of the test was analyzed by using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:
M = The mean percentage
$\sum x$= The total percentage of students' writing achievement test
N = The total number of the students

(Adapted from Arikunto, 2003:371)

In order to find the percentage of the students who get at least   72, the following formula was used:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = The percentage of the students who get   72
n = The total number of the students who get   72
N= The total number of the students

(Adapted from Ali, 1993:186)

Meanwhile, the result of the observation checklist was analyzed by the using of the following formula in order to know the percentage of students' participation:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = The percentage of the students' active participation
n = The total number of the students who are categorized as active sutudent
N= The total number of the students

(Adapted from Ali, 1993:186)

3.7.2   Reflection

Reflection is conducted to reflect the result of the action(s) in each cycle whether it is successful or not. The reflection was done collaboratively with the English teacher based on the results of the observation and the writing achievement test. Then, the result of the reflection of the strengths and weaknesses in the first cycle is used as a guide to revise the lesson plan for the the next cycle if the results of the first cycle is not successful in improving the students' recount text writing achievement.
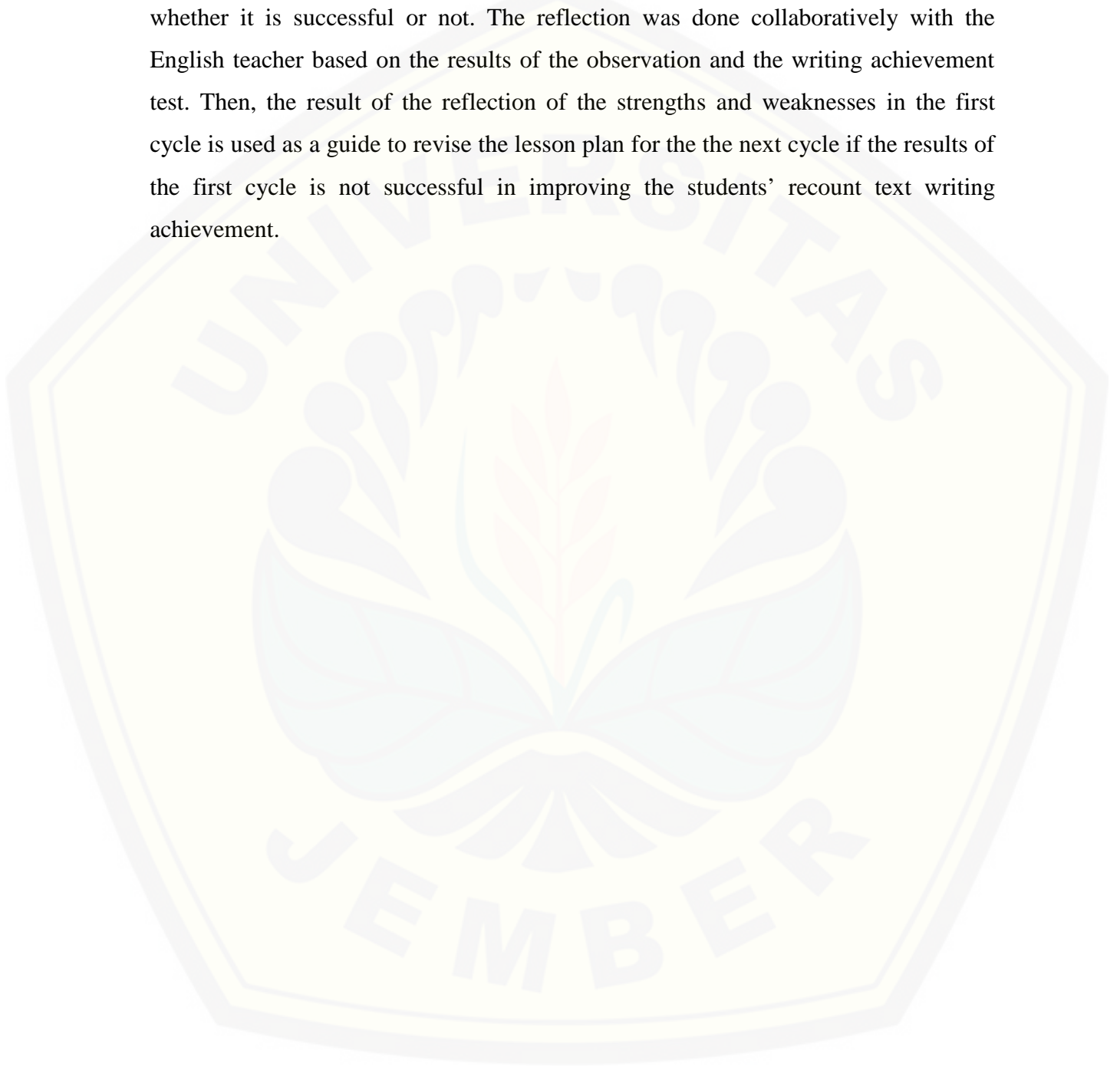
CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

This chapter is intended to describe the research results on using mind mapping as the technique for pre-writing activity to improve the eighth grade students' participation and achievement in writing. The results of each action, the results of classroom observation, the results of writing test, reflection of the action, and also discussion were then discussed in this chapter.

4.1 The Results of The Actions

The implementation of the actions was done in the VIII C class in MTs Al-Ihsan Jombang. The actions were done in one cycle which consists of three meetings. First meeting was on Wednesday, April 15th 2015, and the second meeting was on Wednesday, April 22nd 2015. Meanwhile, it was ended by writing test which was administered on Saturday, April 25th 2015.

Before implementing the actions, planning the action was firstly to be prepared. Planning the action covered any activity such as selected the appropriate materials, mind maps, and created some exercises to make lesson plans for the first meeting and the second meeting. After making the lesson plans, the researcher consulted them to the English teacher as the collaborator in this classroom action research. The lesson plans for the first and the second meetings are enclosed in Appendix F and Appendix G. The action was conducted by using lesson plans. The action was done during the school hours. The time allocation for each action was 2 x 40 minutes. The actions were implemented in two meetings and here are the explanations of each meeting.

4.1.1   The Action in the First Meeting

The implementation of the action was done collaboratively with the English teacher. In the first meeting, the researcher became the teacher while the English teacher became the observer. The teacher did the activity of teaching writing based on the lesson plan had been constructed. The material had been discussed were writing skill in the form of recount text. The activity in the first meeting was divided into four parts, those are; 1) pre-instructional activity; 2) pre-writing activity; 3) main activity; 4) post activity.

First, in the pre-instructional activity, the teacher started the meeting by greeting the students. All the students were enthusiastic to respond to the teacher's greeting. There was no one students who did not participate the first meeting when the teacher checked the attendance list. The teacher then showed a picture on the LCD projector and asked the students to observe the picture. All the students were interested in observing the picture. The researcher decided to use LCD projector to show the picture because the English teacher never use LCD projector along teaching learning process. After that, the teacher asked some questions related to the picture. There were only a few students who answered the questions while some of them were in silence. In the end of pre-instructional activity, the teacher stated the objective of teaching and learning process.

The second activity was pre-writing activity. The first stage in process writing is pre-writing activity. In the pre-writing activity, the students were guided by the teacher to plan what to write. Here, the teacher guided the students to plan their writing in the form of recount by using mind mapping technique. Before the students started their mind mapping activity, firstly the teacher asked some questions related to the recount text to recall their memory. In fact, recount text had been discussed before by the English teacher in the previous semester. So, the researcher as a teacher did not need to explain more detail to the students. Some of the questions included the social function of recount text, the generic structure of the text, and also the language feature of the text. Most of the students still remembered the whole material. In order

to measure their knowledge about recount, the teacher gave an example of recount text and asked the students with their partner to identify the generic structure of the text. The topic of recount text in the first meeting was about holiday. Most of students could identify the generic structure of recount text given by the teacher.

The teacher started to introduce mind mapping technique to the students. The teacher drew a circle in center of white board and wrote a word "holiday" inside. Then, the teacher asked the students to write down what they thought about the word by connecting the idea with the topic in the center with a line. After that, the teacher gave an example of mind map of recount text. The teacher then explained to the students about writing recount text by using mind mapping technique. In order to know whether the students understood or not, the teacher gave a task for the students. The teacher gave a piece of paper which had incomplete mind map. There was only a picture with a topic inside. From that topic, the students had to develop their idea by connecting supporting detail of each generic structure using line with different colors. In the process of creating mind map, the teacher and the English teacher as the observer observed the students' activity.

The next activity was the main activity. It started from writing some sentences based on the mind map had been created. The sentences had to in the form of past tense. After that, the teacher discussed the task by asking some students to write down their sentences on the whiteboard. The most common mistakes done by the students in writing the sentences were the use of past tense, the use of capital latter, and the use of punctuation. The last task was rewriting the sentences had been created into a recount text in three paragraphs. Moreover, the teacher had explained before about using some connection words to make the text more chronological in order.

The last session of teaching and learning process in the first meeting was post activity. Before parting the students, the teacher guided the students to draw a conclusion about the material had been discussed and learned. The teacher also gave a chance for the students who wanted to ask some questions related to the material.

However, only three students who asked the questions about the use of mind mapping technique.

4.1.2 The Action in the Second Meeting

The activity in the second meeting also divided into four parts, namely; 1) pre-instructional activity; 2) pre-writing activity; 3) main activity; 4) post activity. In this meeting, the English teacher was the doer of the action while the researcher became an observer. There are some revisions on the lesson plan of the second meeting. Those revisions were done by the English teacher and the researcher based on the result of the previous meeting.

The first activity was pre-instructional activity. The English teacher firstly greeted and checked the students' attendance list. All students participated the teaching and learning process of writing. Then, the English teacher started to show a picture to the students and asked them some questions related to the picture. Most of the students were very enthusiastic to answer the questions. Lastly, the English teacher stated the objective of teaching and learning process in the second cycle.

In the pre-writing activity, the English teacher started to review the students' writing of recount text in the first meeting. The English teacher wrote some examples of students' mistakes on the white board and discussed it with the students. The English teacher sometimes asked the students to write the correct sentences. There were four students who could change the sentences correctly. Some of the mistakes were;

1. The use of past form. Some students still confused on the use of verb in the past form especially regular and irregular verbs.
2. Error in punctuation and capitalization. There were still many students did not realize that they did some errors in punctuation and capitalization. It became their habit to use wrong punctuation and capitalization such as they use capital letter in every single word.

3. Limited vocabulary. They used the same vocabulary very frequently. Some of them even used the inappropriate vocabulary.

4. The use of connector. The students often forgot to put chronological connection.

Before giving a task to the students, the English teacher explained about the use of past tense in writing recount text. After that, the students were given a recount text which has incorrect punctuation, capitalization, and connector. Then, the students were asked to revise the text by using the correct punctuation, capitalization, and connector. That task was intended to test the students' ability in mechanic. The second task was incomplete mind map. It was only a topic and the picture in the center of paper. The topic was about camping. The students were asked to develop their idea based on the topic given by completing each generic structure with a word or phrase and connected it with the line. The teacher provided some vocabularies related to the topic to overcome the limitation of vocabularies the students had.

After they created a mind map of the topic given, the students were asked to write some sentences based on the mind map they had been created. The English teacher and the researcher as the observer observed their activity. Some of students asked the questions to the English teacher. After that, they were asked to rewrite their sentences into a recount text consist of three paragraphs.

4.2 The Results of Classroom Observation in Meeting 1 and Meeting 2

The classroom observation was done during the action in the first and the second cycle. It was done collaboratively with the English teacher. The teacher became the observer while the researcher taught the research respondents in the first meeting. Further, in the second meeting, the English teacher taught the students while the researcher became the observer. The observer observed the students' participation during the process of teaching and learning of writing skill.

The students' participation which was observed was in the form of observation checklist consisted of five indicators. Those are; 1) identifying the

generic structure of recount text; 2) developing their ideas on the mind map in the words or phrases; 3) writing sentences based on the words or phrases in the mind map they have created; 4) constructing a recount text in three paragraphs based on the sentences they have written; 5) asking and answering the questions. The students who got at least four or more indicators during teaching learning process was categorized as active, while the students who fulfilled less than four indicators during teaching learning process were categorized as passive.

The result of the classroom observation in Meeting 1 is enclosed in Appendix I. The result showed that 25 students were categorized as active and 11 students were categorized as passive during teaching and learning of writing recount text by using mind mapping technique. The result of the classroom observation toward the percentage of students' participation was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100 \text{ %}$$

Notes:
E = The percentage of the students' participation
n = The total number of the students who are categorized as active/passive
N= The total number of the students

(Adapted from Ali, 1993:186)

Therefore, here is the analysis of students' participation percentage who were categorized as active:

$$E = \frac{25}{36} \times 100 \text{ %} = 69 \text{ %}$$

Meanwhile, the percentage of students who were passive is as follows:

$$E = \frac{11}{36} \times 100 \text{ %} = 31 \text{ %}$$

Otherwise, the result of the classroom observation in the second meeting is enclosed in Appendix J. It showed that 32 students were categorized as active while 4 students were passively participate teaching and learning process of writing recount text by using mind

mapping technique. The analysis of students' participation percentage who were categorized as active is as follow:

$$E = \frac{32}{36} \times 100\% = 89\%$$

While, the percentage of students who were categorized as passive was analyzed as follows:

$$E = \frac{4}{36} \times 100\% = 11\%$$

In general, the result of classroom observation toward the students' participation in the first meeting and the second meeting is presented in this following table.

Table 4.1 The result of classroom observation

No	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	69 %	31 %
2.	Meeting 2	89 %	11 %

Based on the table above, it can be seen that the percentage of students' participation in teaching and learning process of writing recount text by using mind mapping technique that were categorized as active in the first meeting was 69 % and 31 % for the passive one. Further, in the second meeting, the students who were actively participate was 89 % and 11% was passively participate the activity during teaching and learning process. The percentage of students' active participation improved from Meeting 1 to Meeting 2. It had achieved one of the criteria that was used to evaluate the success of students' writing achievement, namely the result of observation shows at least 75% of students fulfill four or more indicators stated in the observation checklist. It means that the use of mind mapping technique in pre-writing

activity could improve the students' participation during teaching and learning of writing.

4.3 The Results of Writing Test

Writing test was administered to measure the students' achievement in writing skill after the implementation of the actions. The writing test was administered in the third meeting during the school hours in 80 minutes. It was on Saturday, April 25th 2015. The students were asked to write a recount text consist of three paragraphs by using mind mapping as the technique for pre-writing activity based on the topic given. The form of writing test is enclosed in Appendix H.

The students' worksheet in the form of writing was scored by using analytical method. Analytical scoring is a way to score each aspects of writing. The aspects of writing are organization, content, vocabulary, grammar, and mechanic. The scoring rubric used to guide the scorer was adapted from Hughes's book. It was written in the Chapter III, especially on page 34. In addition, dealing with reliability of the test, inter-rater reliability was applied in the process of scoring. There were two scorers in scoring student's writing. The researcher as the scorer 1 whiles the teacher as the scorer 2. The score that was used is the average score of both the score.

The result of writing test showed that there were 28 or 78% of 36 students got score 72 or higher in the writing test. Therefore, there were 8 students or 22% got less than 72 in that writing test. Those result had been improved than before the implementation of the action was done, that was only 16 or 44% of 36 students got 72. That condition also fulfilled the last successful criterion that was 75% of the students achieved the minimum requirement standard score that is 72.

4.4 Reflection of the Action

Reflection of the action was done after the implementation of the action and writing test was administered. The reflection was done to know whether the action had already achieved the success criteria of the research. Besides, it was also done to know the strengths and the weaknesses of teaching and learning process of writing by using mind mapping as the technique for pre-writing activity. Therefore, the criteria that was used to evaluate the success of students' writing achievement were: 1) The result of observation shows at least 75% of students fulfill three or more indicators stated in the observation checklist, 2) 75% of the students achieve the minimum requirement standard score that is 72.

The result of the classroom observation toward the students' participation in the first meeting showed that 69 % or 25 students were actively participate the teaching and learning process and 89 % or 32 students were also categorized as active participants in the second meeting. Based on the success criteria of classroom observation from Meeting 1 until Meeting 2, the percentage had been fulfilled the criteria that was at least 75 % who were actively participate teaching and learning process. The percentage of students who were active in the teaching and learning process of writing recount text by using mind mapping technique indicates that the action was successful. Furthermore, the result of writing test had been administered after the actions showed that 28 from 36 students got score at least 72 or higher. While, the percentage of students' score who got at least 72 or higher fulfilled the standard was 78 % from 36 students. This result indicates that the action was successful.

The success of the action was caused by several factors. It was done by revising some aspects which have the weaknesses in the first meeting. Some aspects that had been revised were as follows:

a. The English teacher explained more about creating a sentence in simple past form in the second meeting. In the second meeting, the English teacher explained more detail about the use of past tense in writing recount text whether in the form

of verbal or nominal. The English teacher also reviewed the students' writing recount in the previous meeting especially the mistakes in the use of past form.

b. Dealing with error in punctuation and the use of connector, the English teacher asked the students to revise a text by giving a correct punctuation, capitalization and connector.

c. Regarding to the result of the first meeting, the students used the same vocabulary very frequently. In the second meeting, the English teacher decided to provide list of vocabularies related to the topic given. He also asked the students to bring their dictionary.

Since the result of the classroom observation toward students' participation and the result of writing test had already achieved the success criteria of the research, the action was stopped. The implementation of the action in this research was only done in one cycle because of some reasons. First, the results of the actions have achieved the criteria of the success which has been discussed in the research methodology. Second, even though it has been stated in Chapter III that the action will be continued to the next cycle if the first cycle was successful, the English teacher and the headmaster did not allow to do the next cycle because of the academic reason. Third, the researcher applied inter-rater reliability to ensure that the result of the writing test is reliable. Reliable means if the result was consistent.

4.5 Discussion

The researcher did the classroom action research collaboratively with the English teacher at VIII C grade of MTs Al-Ihsan Tembelang Jombang after doing preliminary study by interviewing the English teacher, observing the class, and also gathering the document in the form of students' previous writing score. The result of the preliminary study showed that only 50% from 36 students at VIII C grade were actively participate the writing activity, while the rest of them were passive. In addition, the VIII C grade students also had low achievement in writing skill. The

VIII C grade students' previous mean score of writing was 67 while the standard mean score of the school was 72. Further, there were only 16 or 44% from 36 students got more than 72.

Based on the problem was found in the VIII C grade of MTs Al-Ihsan Tembelang Jombang, the researcher decided to conduct a classroom action research which was intended to improve their participation in writing activity and their achievement in writing skill. The researcher collaboratively with the English teacher did the actions twice and ended by writing test in the third meeting. the researcher decided the criteria for the successful of students in writing achievement were; 1) The result of observation shows at least 75% of students fulfill three or more indicators stated in the observation checklist, 2) 75% of the students achieve the minimum requirement standard score that is 72.

After the actions were implemented, the result of classroom observation showed that the students' participation in those two meetings had been improved. The improvement of the percentage of students' participation is presented in the following chart:
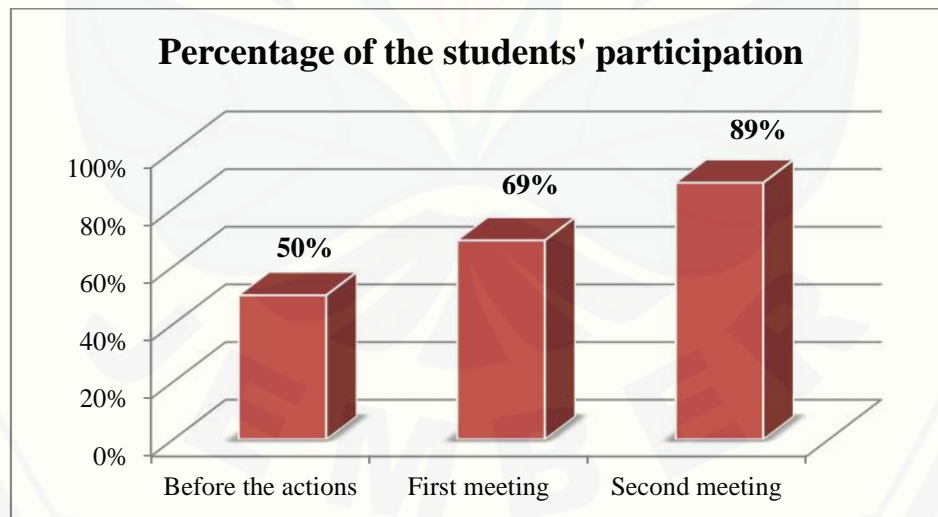

Figure 4.1 The improvement of students' participation in teaching learning process of writing

In the preliminary study, based on the result of interviewing the English teacher, it was found that the percentage of students who were active in the writing

skill class was only 50%. After the action in the first meeting was done, the percentage of students who were active improved into 69%. Further, the percentage of students who were categorized as active in the second meeting was 89%. The improvement of the percentage of students who participated the writing activity had been achieved the first success criteria of students writing achievement. It means that the actions were successful due to the observation result which had achieved one of the success criteria of the research that was for students' participation.

Based on the result of classroom observation in the first meeting, there were 78% or 28 students fulfilled the indicator 1; identifying generic structure of the text given, 94% or 34 students fulfilled indicator 2; developing ideas on the mind map in the words or phrases, 78% or 28 students fulfilled indicator 3; writing sentences based on the words or phrases have been created in the mind map, 83% or 30 students fulfilled indicator 4; rewriting the sentences into three paragraphs of recount text, and 28% or 10 students fulfilled indicator 5; asking and answering the questions.

The writing activity in the first meeting was done by using cooperative method. In consequence, the students were asked to do the tasks with their partner. Most of the students, who were categorized as passive, did not cooperate with their partner in doing the tasks. Therefore, there were still many students did not fulfill the last indicator, it was asking and answering the questions. In fact, the students mostly asked questions when they did the tasks. Some students asked what they should do in doing the tasks, while some others asked the teacher how to organize ideas by using mind mapping technique.

Besides, the result of classroom observation in the second meeting showed that there were 75% or 27 students who fulfilled the first indicator, 100% or 36 students fulfilled the second indicator, 100% or 36 students fulfilled the third indicator, 94% or 34 students fulfilled the fourth indicator, and 39% or 14 students fulfilled the last indicator. From those two results of classroom observation, it can be seen that there was an improvement of each indicator in each meeting, even though, there was no maximum improvement to the last indicator. In the second meeting,

some students who were active not only asked about the way to do the task, but also asked whether mind mapping technique can be practiced to the other skill of language.

Dealing with the result of writing test which was done after the implementation of the actions, the result showed that the students' writing achievement was also improved. The improvement of students' writing test result is presented in the following chart:
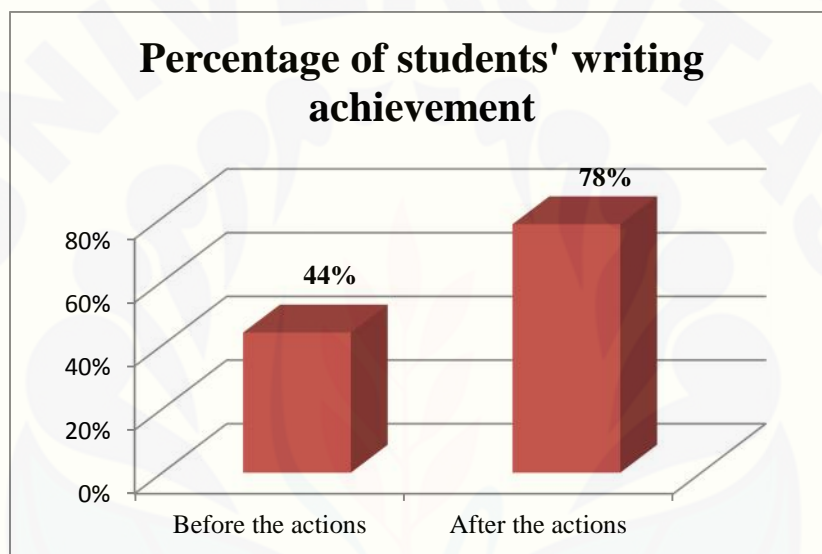

Figure 4.2 The improvement of recount text writing achievement

In the preliminary study, the researcher gathered data dealing with students' previous score of writing. The data showed that only 44% or 16 of 36 students got score 72 or higher. After the actions given, the result of writing test was 78% or 28 of 36 students got score 72 or higher. It means that the percentage of students' result of writing test had been improved.

Based on the discussion above, it proved that mind mapping as the technique for pre-writing activity could improve both the students' participation during writing activity and the students' writing recount text achievement. The classroom observation result showed that the students were more active during teaching and learning process. As discussed in the first chapter when the researcher did the

preliminary study, it showed that most of the students were not really enthusiastic when they were asked to start writing activity. However, during the implementation of the action, they mostly followed what the researcher and the English teacher asked. For example most of them were very enthusiastic in creating mind map in the pre-writing activity. They also cooperated well with their partner when the teacher asked to do the task with their partner. It can be said that mind mapping can motivate the students to be more fun and active along writing activity. As Hofland (2007:5) says that by using mind mapping technique, the students used their both parts of brain. It means that besides used the rational and logical thinking, they also used their creative thinking. In addition, that creative thinking can enhance motivation. It can be conclude that mind mapping as the technique for pre-writing activity along teaching and learning process of writing in the VIII C grade can motivate their participation.

Not only can motivate the students' participation in writing recount text, but mind mapping as the technique for pre-writing activity also can improve their writing recount text achievement. It means that mind mapping as the technique for pre-writing activity could solve the students' problem in writing skill that was found in the preliminary study. The problem was the students often got difficulties in developing and organizing their idea. As Buzan (2005:4) argues that mind mapping technique can help to organize idea and come up with brilliant ideas, the students of VIII C grade as the respondents did not get confused in starting their writing after the actions given.

The students' products of writing after the actions given were better in some aspects of writing. Their writing score could improve, even not drastically. In the first meeting, the use of mind mapping as the technique for pre-writing activity was unfamiliar enough for the students. It took a long time to introduce to the students. When the students practiced to create mind map in their pre-writing activity, some of them still confused and asked what to do. However, in the second meeting, the students had understood enough after the English teacher reviewed the activity in the

previous meeting. Based on the result of scoring in every aspect of writing, it showed that there was a good progress especially dealing with content and organization.

A good content of writing is when the supporting detail relates well with the topic. By using mind mapping as the technique for pre-writing activity, the students could be more focus to the topic given. The students easily connected the topic with the related supporting details of each branches. After done, the students could revise whether each branches of supporting details had been related well with the topic in the center. As Hofland (2007:30) says that one of the strengths of mind mapping technique is it can make revision easier and faster, because the branches in mind map gives insight whether they related or not.

Dealing with the organization, the basic element of organization is the structure of writing. Those are beginning, middle, and ending. In writing a good organization of recount text, there must be an orientation, event, and reorientation. By using mind mapping as the technique for pre-writing activity, the students had been guided to create three branches consist of sub-topic of orientation, event, and reorientation which spreaded from the topic in the center. From each branches of sub-topic, the students could add more branches for related supporting detail. From that mind map, the students then could be easily writing a recount text with organize structure. Besides, the researcher and the English teacher always guided the students to make the story more chronological by using connector. They could see in the mind map they had been created what coming after each event.

In addition, mind mapping technique as the technique for pre-writing activity also contributed to the other aspect of writing namely grammar, vocabulary, and mechanic even a few. The students firstly used very limited vocabulary. They often used the same word in their writing. In the second meeting, the English teacher decided to provide a list of vocabulary related to the topic. Further, along the process of creating mind map, some students asked the English meaning of words. It means that the students can automatically enrich their vocabulary as Buzan (2005a:4) says that mind mapping technique can help the students to come up with brilliant ideas.

However, in the grammar and mechanic aspect, the researcher and the English teacher, along the actions, had been guide the students to make sure they used simple past tense in their recount text writing and also the used of punctuation and capitalization.

The weakness of using mind mapping as the technique for pre-writing activity of recount text is time consuming at the beginning. The researcher and the English teacher had to explain how to create mind map of recount text. Most of the students still got confused when applying this technique because it was the first experience for them. In addition, the students also must have a broad knowledge especially in vocabulary. As the results, the students should bring the dictionary to help them translating the word they do not know in order not to spend more time if they asked to the teacher continuously.

By considering those results, it can be interpreted that teaching writing by using mind mapping as the technique for pre-writing activity could improve the VIII C grade students' participation during teaching and learning process of writing skill and their writing recount text writing achievement at MTs Al-Ihsan Tembelang Jombang in the 2014/2015 academic year.

CHAPTER V. CONCLUSION AND SUGGESTIONS

After administering the whole research design, the conclusion of the result of this research is described briefly in this chapter. The conclusion including the answer of the research problems, the research findings, and suggestions to all parties who might use this research.

5.1 Conclusion

Based on the results of the data analysis and discussion, it can be concluded as follows:

a. The use of mind mapping as the technique for pre-writing activity in teaching and learning process of writing could improve the VIII C grade students' participation during teaching and learning process of writing recount text at MTs Al-Ihsan Tembelang Jombang in 2014/2015 academic year. The result of the classroom observation showed that the percentage of the VIII C grade students who were categorized as active during teaching and learning of writing recount text had improved. It is proven by the percentage of students who were categorized as active in VIII C grade in the teaching learning process improved from 50 % or 18 students before the actions to 69 % or 25 students in the first meeting, and from 69 % to 89 % or 32 students in the second meeting.

b. The use of mind mapping as the technique for pre-writing activity in teaching and learning process of writing could improve the VIII C grade students' writing recount text achievement at MTs Al-Ihsan Tembelang Jombang in 2014/2015 academic year. The improvement can be seen from the result of writing test after the implementation of the action and compared with the students' writing score before the actions were implemented. There were only 16 students or 44 % from 36 students who got score 72 or higher. After implementing the actions, the

writing test result showed that there were 28 students or 78% of 36 students VIII C grade got score 72 or higher.

5.2 Suggestions

By considering the result of the implementation of teaching writing by using mind mapping as the technique for pre-writing activity that could improve the VIII C grade students' participation and their writing recount text achievement, some suggestions are proposed to the following people:

a. The English teacher

It is suggested to the English teacher to use mind mapping technique for pre-writing activity in teaching writing not only for recount text, but also the other genre of text. Mind mapping technique for pre-writing activity is very useful to start organizing and developing idea before creating a final draft of writing. It is due to the fact that mind mapping as the technique for pre-writing activity could improve the VIII C grade students' participation and their recount text writing achievement. Besides that, it is also suggested to the English teacher to try teaching some other English skills and components by using mind mapping technique.

b. The VIII C grade students of MTs Al-Ihsan Tembelang Jombang

The students of VIII C grade at MTs Al-Ihsan are suggested to practice mind mapping technique for pre-writing activity either in English or Bahasa Indonesia. Mind mapping technique also can be practiced to the other subject even for daily life, because by using mind mapping technique, the students can visualize their thinking into a piece of paper easily.

c. The Future Researcher

The result of this research can be a source or information for the future researcher who wants to conduct a research deals with the use of mind mapping as the technique for pre-writing activity by using different research design. It is also suggested to the future researcher to conduct a research which is intended to improve not only for writing skill, but also the other skills even a certain language components. In addition, for those who want to conduct a classroom action research by using mind mapping technique in writing skill, it is suggested to conduct the action in two cycles to ensure that the result of the research is consistent.