

**Improving Students' Writing Skill By Using Mind Mapping**  
**(A Classroom Action Research at the Eighth Grade of SMP N 2 Karangmalang)**

**THESIS**

**Submitted as a Partial Requirements**  
**for the Undergraduate Degree in English Language Education**



By :

Rista Cahya Kusuma

SRN. 143221273

**ENGLISH LANGUAGE EDUCATION**  
**CULTURES AND LANGUAGES FACULTY**  
**THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2021**

## ADVISOR SHEET

Subject : Thesis of Rista Cahya Kusuma

SRN : 143221273

To:

The Dean of Cultures and Language  
Faculty of IAIN Surakarta

In Surakarta

*Assalamu'alaikum Wr.Wb*

After reading thoroughly and giving necessary advices, here with,  
as the advisors we state that the thesis of :

Name : Rista Cahya Kusuma

SRN : 143221273

Title : Improving Students' Writing Skill by Using Mind  
Mapping (A Classroom Action Research at the  
Eighth Grade of SMP N 2 Karangmalang in the  
Academic Year of 2019/2020)

Has already fulfilled the requirements to be presented before  
The Board of Examiner (Munaqosyah) to gain Undergraduate  
Degree Department of IAIN Surakarta. Thank you for the attention.

*Wassalamu'alaikum Wr.Wb*

Surakarta, 25<sup>th</sup> March 2021

Advisor



**Dr. Hj. Woro Retnaningsih, M.Pd.**

**NIP.196810171993032002**

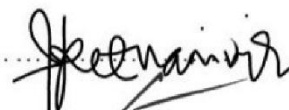
## RATIFICATION

This is to certify that the Sarjana thesis entitled: "Improving Students Writing Skill by Using Mind Mapping of SMP N 2 Karangmalang at the Eighth Grade in the Academic Year 2019/2020" by Rista Cahya Kusuma has been approved by the Board of Thesis Examiners as the requirement for Undergraduate Degree in English Language Education.

Chairman : Arina Rohmatika, S.Pd., M.Pd.  
NIP. 198406132015032005

()

Secretary : Dr. Hj. Woro Retnaningsih., M.Pd.  
NIP. 1968101719993032002

()

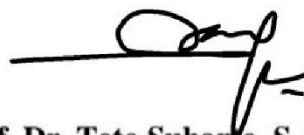
Main Examiner : Dr. Imroatus Solikhah., M.Pd.  
NIP. 197703162009122002

()

Surakarta, 25<sup>th</sup> March 2021

Approved by

The Dean of Cultures and Language Faculty



**Prof. Dr. Toto Suharto, S.Ag., M.Ag.**  
NIP.197104031998031005

## **DEDICATION**

**In the name of Allah SWT, the almighty God, I dedicated this thesis to :**

**My beloved family**

**My beloved lecturers**

**All of my friends in English Education Department  
2014**

## **MOTTO**

I come, I consult, I revise, I examine and I win. Yes, I can.

Love yourself and do the best for everything.

### **The Researcher**

Dua musuh terbesar kesuksesan adalah penundaan dan alasan.

**Jaya Setiabudi**

## PRONOUNCEMENT

Name : Rista Cahya Kusuma  
NIM : 143221273  
Study Program : English Language Education  
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled "Improving Students Writing Skill by Using Mind Mapping of SMP N 2 Karangmalang at the Eighth Grade in the Academic year of 2019/2020" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 25<sup>th</sup> March 2021

Stated by



Rista Cahya Kusuma

SRN. 143221273

## ACKNOWLEDGEMENT

Alhamdulillah, all praise and thanks is for the Almighty Allah SWT, the Lord of the Universe for His true blessing to give the researcher time, power and strength so finally the researcher can complete this thesis. Peace and salutation be upon the great messenger Muhammad SAW who has brought humans from the lowest creatures to the most precious creature in this universe.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions several sides. Thus, the researcher would like to express her deepest thanks to all those who had helped, supported, and suggested her during the process of writing this thesis, this goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd. as the Rector of the States Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, M.Ag. as the Dean of Cultures and Language Faculty.
3. Budiasih, S.Pd, M.Hum. as the Head of English Education Department Cultures and Languages Faculty IAIN Surakarta. Thanks for giving permission for the reseacher's research.
4. Dr. Hj. Woro Retnaningsih, M.Pd. as the advisor for all her guidance, precious advice, patience, corrections, help to revise the mistake during the entire process of writing this thesis, and motivation for the researcher.
5. The eighth grade of SMP N 2 Karangmalng and the English teacher for facilitating, helping, and participating in this research.
6. Thank you for my beloved family for their support and also of prayer.
7. Thank you for all of my friends in IAIN Surakarta particularly in English Education Class of 2014.

Surakarta, 25<sup>th</sup> March 2021

The Researcher



Rista Cahya Kusuma

## ABSTRACT

Rista Cahya Kusuma. 143221273.2021. IMPROVING STUDENTS' WRITING SKILL BY USING MIND MAPPING (A Classroom Action Research by Using at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2019/2020). Thesis English Language Education, Cultures and Language Faculty.

Advisor : Dr. Hj. Woro Retnaningsih., M.Pd.

Keywords : Writing Skill, Mind Mapping.

The objective of this research is to know whether Mind Mapping can improve the students writing skill of the Eighth grade of SMP N Karangmalang in the Academic Year 2019/2020.

The design of this research is Classroom Action Research. The research was conducted this research at SMP N 2 Karangmalang in October until November 2019. The subjects of this research were the Eighth Grade students in C class of SMP N 2 Karangmalang in Academic Year 2019/2020. Subject of the research consist of 32 student. This classroom action research was conducted in two cycles, because there is conditions do not allow the researcher to take the data more two cycles. Each cycle consists of second meeting. The collecting of the data was the observation and test. The data were collected from qualitative and quantitative. The qualitative data were collective from observation and the quantitative data were collective from test. These data was analyzed using mean to see the improvement of pre-test and cycle test to get conclusion as the result of the research.

The research findings mind mapping can improve students' writing skills. The improvement of students writing skills also supported by the achievement of students' test score. The main score of pre-test 43,5625, the main score of post test 1 64,15625, the main score of post test 2 79,5. It means the post test 1 was higher than pretest and the post test 2 was higher than post test 1. It can be concluded that the Mind mapping can improve the students writing skills and increase the motivation of students to write.



## TABLE OF CONTENTS

COVER.....	i
ADVISOR SHEET .....	i
RATIFICATION.....	ii
DEDICATION.....	iii
MOTTO .....	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT .....	vii
TABLE OF CONTENTS.....	viii
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Study1.....	1
B. Identification Problem .....	4
C. Limitation of the Problem .....	4
D. Research Problem.....	5
E. Objective of the Study .....	5
F. Benefit of the Study .....	5
G. Definition of the Key Term .....	6
<b>CHAPTER II : LITERATUR REVIEW</b>	
A. Theoretical Description.....	8
1. Review of Writing Skill .....	8
a. Definition of Writing.....	8
b. Types of Writing .....	9
c. The Process of Writing .....	11
d. Aspect of Writing.....	14
e. Writing Assesment.....	15
f. Criteria of Good Writing.....	23
g. Teaching Writing .....	24
2. Mind Mapping.....	26
a. Definition of Mind mapping .....	26
b. How to make Mind Mapping .....	28

3. Teaching Writing by Using Mind Mapping.....	30
a. The Process of Writing .....	30
b. The Process of Creating Mind Mapping .....	33
B. Previous Related Study .....	35
<b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. Research Design .....	39
B. Setting of the Study.....	44
C. Technique of Collecting Data .....	45
D. Technique of Analyzing Data .....	47
<b>CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION</b>	
A. Research Finding.....	48
1. The Implementation of Mind mapping .....	49
a. Planning .....	49
b. Implementation .....	50
B. Discussion .....	77
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	80
B. Suggestion.....	81
<b>BIBLIOGRAPHY .....</b>	<b>83</b>
<b>LIST OF APPENDIXES</b>	
APPENDIX 1 : Syllabus .....	65
APPENDIX 2 :Lesson Plan .....	75
APPENDIX 3 : Transcript of Interview.....	109
APPENDIX 4 : Result of material.....	113
APPENDIX 5 : Photos .....	128
APPENDIX 5 : Surat Keterangan Penelitian .....	130

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Mastering English, there are four skills that should be concerned namely: speaking, listening, reading, and writing. Form those four skills, writing in English is an important tool to express ideas as one of four language skills. Moreover writing cannot be left by scientist or whoever that takes jobs which have relationship with writing form (Wiratno, 2003:2). Writing is a “thing” independent of particular contexts, writers, or readers and learning to become a good writer is largely a matter of knowing grammar. So this view sees texts as arrangements of words, clauses, and sentences, and those who use it in the classroom believe that students can be taught to say exactly what they mean by learning how to put these together effectively. In the writing classroom teachers emphasis language structure, often in these four stages (Hyland, 2003). Writing is a complex, challenging and difficult process because it includes multiple skills such as generating thesis statement, writing supporting details, and elaborating the topic sentences, reviewing for mistake made, and making necessary editing after reviewing (as citade in Javid & Ummer, 2014, p. 53).

To create a good writing, the students have to be more careful and have knowledge about the grammatical structures, vocabulary, punctuation, spelling, and a good paragraph development. Based on the pre-research, interview and observation result, the main problems of the

students' writing were starting to compose, organizing idea, expressing their idea, developing good paragraph, making many grammatical mistakes, and spelling mistakes. In this condition the researcher collabs with the teacher to make improve the students in writing. The method of the teacher is discussion method and the researcher using mind mapping method. The students did not like to follow the English lesson. This matter may be able to occur because the material was not interesting and the method can make students bored. At the present time, teaching and learning process using imergency curriculum, because there is pandemic covid-19 in Indonesia. On February 16<sup>th</sup> 2019 the researcher have done pre-research about the lack ability of VIII students in SMP Negeri 2 Karangmalang in writing English is influenced by the students still have difficulty in developing their ideas to write, the students found difficulties to use vocabulary, and the teacher also agreed that most of the students cannot write sentences with grammatical correct. Beside the problem in writing skill, the researcher found some problems in classroom situation : the eight grade students are not active during writing activity. Most of them are not do the assignment given by the teacher. It is because of vocabulary are still poor. The students did not pay attention to the teacher. The students have low motivation in writing.

The students told that it happened because of some of the factors, like the teacher's method in teaching writing was not interesting and make them bored, the students were not motivated to know about the learning material. Based on the problem above it was needed to apply the method

or strategies to solve students the problem in English in order the students can write. Mind Mapping was chosen to solve this problem. The researcher proposes the use of mind mapping in teaching of writing on the consideration that it can facilitate the teacher to monitor the process of students writing activity. Mind mapping is the method that suitable than discussion method, because using of mind mapping the student not only make a writing, but also make a good creativity. A mind map is powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills word, image, number, logic, rhythm, color and spatial awareness in a single, uniquely powerful manner. In so doing, it gives you a freedom to roam the infinite expanses of your brain The Mind Map Book, Buzan and Buzan, BBC Worldwide Limited, (1993:87). This research was conducted to improve students' writing skill using the method used by the teacher. Based on the several studies above, the researcher find some research gaps that is the mind mapping more fun to apply than other method, because in here students not only witing but their also draw with their own creativity.

A Mind Mapping can help students think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. Therefore this strategy as a pedagogical tool, the visibility of Mind Mapping provides an effective approach for promoting better understanding in students. Its flexibility also means that it processes several uses in the classroom. Therefore, the researcher

conducted the study on the title “Improving Students’ writing skill by Using Mind Mapping”.

## **B. Identification of Problems**

The identification of the problem helps the researcher to limit the research that will be researched. The identification of the problem can be stated as follows :

1. The students are less of enthusiasm when they learn English in teaching and learning process.
2. The students are lack of vocabularies when they learn English in teaching and learning process.
3. The students are less in grammar when they learn English in teaching and learning process.

## **C. Limitation of Study**

In order to focus on the topic, the researcher limited the object into writing skill use recount text as material because in the eight grade the writing material learnt recount and mind mapping as technique. Mind mapping involves pictures and colors. By using the mind mapping students are stimulated to explore their writing skills and creativity because they make the mind maps on their own. They were trained to apply the writing process and generated ideas. Moreover the colors and pictures will make the students enjoy the process of writing. The subjects

of the research are limited into SMP N 2 Karangmalang focusing on eight grade students especially on C class.

#### **D. Research Problems**

Based on the background of the study above, the problems that can be analyzed in this research can be formulated as follows: How does the Mind Mapping improve students writing skill of the eight grade students of SMP N 2 Karangmalang in the academic year 2018/2019?

#### **E. Objectives of the Study**

Based on the problem formulations above, the objectives of this research can be classified as follows: To know Mind Mapping improve the students wrting skill of the eight grade students of SMP N 2 Karangmalang in the academic year 2018/2019.

#### **F. Benefits of the Study**

This research is expected to give some benefits for English teacher, students, school, and other researcher.

##### 1. English Teacher

The result of this research can be beneficial for the English teacher to improve their strategy in the teaching English, especially writing. It can give more information to the English teacher about some effective techniques of writing.

## 2. Students

For the students, it is hoped that the result of this research can help them in learning English better. By applying mind map, the students can take some new method to learn English with fun. Furthermore, they can master writing by colourful media and game so they never feel bored and the objective of teaching will be achieved by the whole of the class.

## 3. For the researcher

By doing the research, the researcher hopes to know more about writing that will be useful for the future of her life. The researcher also gets knowledge and experience in finding a new method in teaching English.

## **G. The Definition of Key Terms**

In this research, there are some keywords used in this research. The key terms of research are follow:

### 1. Writing skill

Nunan (2003: 88) stated that “Writing is the process of thinking to create idea, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly.”

2. Tony Buzan (2010) the mind mapping strategy is one of the teachers’ strategies in teaching. Mind map is the universal technique to open all potential brain which is use neocortex this is part of brain which is arrange message accepted from sensorial and then as ability create



something, language and intellectual think or often call as right brain and left brain. In addition this technique used in teaching writing skill very help to explore idea students to make good paragraph or another literature.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Review of Writing Skill**

###### **a. Definition of Writing**

Writing is a creative process of reaching out for one's thought and discovering them. Writing might be said as putting ideas into written form and process of expressing idea. However, it is not a simple process because it requires mastery not only on grammatical and rhetorical device but also of conceptual and judgemental elements. Nunan (2003: 88) stated that "Writing is the process of thinking to create idea, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly." And also stated by Brown (2001:336) writing is a thinking process. Writing is viewed as a process means that the students need some process to create a good written text. Writing as a process of expressing ideas or thoughts in words should be done at our leisure. Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language' (Nunan, 1999:271). Writing is a productive skill because this activity refers to the production of written texts. Good written involves

not only the accurate use of language but also the effective organized information. Writing has its own characteristic. Writing covers many sub skills such as producing grapheme and orthographic pattern of English, using acceptable of grammatical system, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse, etc.

Moreover, it can be concluded that writing is process of thinking to invent ideas, thinking about how to express into a good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas, and make them into good paragraphs or text.

#### **b. Types of Writing**

Brown (2004: 220) state that there are four categories of written performance that capture the range of written production that should be considered. Each category resembles the categories defined for the other skills, but these categories as always reflected the uniqueness of the skill area:

##### 1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic task of writing letters, word, punctuation, and very brief sentence. This category includes the ability to spell correctly and to perceive phoneme-grapheme

correspondences in English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are secondary concern.

#### 2) Intensive (Controlled)

Beyond the fundamental of Imitative Writing are skills producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical feature up to the length of a sentence. Meaning and context are some importance in determining correctness and appropriateness but strictly controlled by the text design.

#### 3) Responsive

Here, assessment task requires learners to perform at a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraph. Task responds pedagogical directives, list of criteria, outlines, and another guide lines. Genre of writing includes brief narrative and description.

#### 4) Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay writing a purpose, organizing, and developing ideas logically, using details or support or illustrate idea,

demonstrating syntactic, and lexical variety and in many case, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proof reading of a draft.

### **c. The Process of Writing**

The writing proces consits of five stages. It is very important to follow each to be able to produce a good piece of writing. The processes are as follows: prewriting, drafting, revising, proofreading, publishing.

#### 1) Prewriting

In this stage, you plan what you are going to write. You choose a topic, identify your audience, purpose, brainstorm ideas, and organize information. The students before write text usually make a topic, example write about their experiences. The example :

A beautiful Girl at the Bus Station

#### 2) Drafting

In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition. In this section students begin to write the main ideas of the sentences that becomes a good paragraph. Usually, a paragraph contain about orientation, then event, then re-orientation. The example :

I just arrived at Gandusari bus station, Malang. I sit on the desk while waiting for the bus, next to me sitting the beautiful girl with her bag in her hand. She look confused. I asked her name and her destination then she answered Lucy is her name. But when she want to explain her destination suddenly she cried on my shoulder. I was confused myself but i tried to make her calm down. Slowly she said that she was lost from her way to ponorogo. Then I invited her to come to my house with me, but before that I promised that I would take her up to ponorogo.in fact, she decided to stay with me forever and now she is my wife. That's all for my story when I met my wife first time.

### 3) Revising

This stage is the first part of editing your writing, you may work by yourself or with a partner or a group. Make changes that will improve your writing. In this stage students improve writing that was written before. The example:

I just arrived at Gandusari bus station, Malang. I **sat** on the desk while waiting for the bus, next to me sitting the beautiful girl with her bag in her hand. She **looked** confused. I asked her name and her destination, then she answered Lucy is her name, but when she want to explain her destination suddenly she cried on my shoulder. I was confused myself but i tried to make her calm down. Slowly she said that she was lost

from her way to **P**onorogo. Then I invited her to come to my house with me, but before that I promised that I would take her up to ponorogo. **I**n fact, she decided to stay with me forever and now she is my wife. That's all for my story when I met my wife first time.

#### 4) Proofreading

In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation. Make a final copy of your composition. This section, the students recheck the written before collected. The example:

I just arrived at Gandusari bus station, Malang. I **sat** on the desk while waiting for the bus, next to me sitting the beautiful girl with her bag in her hand. She looked **ed** confused. I asked her name and her destination, then she answered Lucy is her name, but when she want to explain her destination suddenly she cried on my shoulder. I was confused myself but i tried to make her calm down. Slowly she said that she was lost from her way to **P**onorogo. Then I invited her to come to my house with me, but before that I promised that I would take her up to ponorogo. **I**n fact, she decided to stay with me forever and now she is my wife. That's all for my story when I met my wife first time.

## 5) Publishing

Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud. By following each process, the researcher will be able to enhance their writing abilities significantly. The process will be able to enhance their writing class especially for guiding students. As a result, they will be more motivated and enthusiastic to write. They will be better than writing only a first draft. If they have chance to edit their draft, they will have realized their own mistake and refrained from repeating the same mistake.

### **d. Aspects of Writing**

In writing process, the researcher can be said successful if their writing contains some aspects of writing. Jacob in Iwan (1981:90), states that, “there are five aspects of writing”. They are:

- 1) Content refers to substance of writing, the experience of the main idea (unity), groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.



- 2) Organization refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.
- 3) Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the idea as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern sparing, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

#### **e. Writing Assessment**

Heaton (1988: 1480) mention three methods of scoring writing. Those are impression method analytical method, and mechanical accuracy or error-count method. Impression method is a method tongive a single mark based on the total impression of students' writing as whole. In contrast to impression method,

analytical method provides score for each aspect of students' writing. Meanwhile, mechanical accuracy or error-count method is applied by counting errors made by students.

Based on the definition above there are two types of scoring writing which are more commonly applied, namely impression or holistic scoring and analytical scoring method. The latter is more commonly applied in scoring of writing.

In impression scoring, Genesee and Upshur (1977:206) suggest to score students' writing using marks such as "A", "B", etc. Meanwhile, Alderson, Chalpan, and Wall (1995:108) suggest the scale in impression scoring as in table 2.1

***Table 2.1 Alderson's Impression Scale***

No	Score	Predicate	Description
1	18-20	Excellent	Natural English with minimal errors and complete realization of the task set.
2	16-17	Very Good	More than a collection of simple sentences, with good vocabulary and structures. Some non-basic errors.
3	12-15	Good	Simple but accurate realization of the task set with

			sufficient naturalness of English and not many errors.
4	8-11	Pass	Reasonably correct but awkward and non-communicating or fair and natural treatment of subject, with some serious errors.
5	5-7	Weak	Original vocabulary and grammar both inadequate to the subject.
6	0-4	Very Poor	Incoherent Errors show lack of basic knowledge of English.

Different from impression scoring, analytical scoring provides score for each aspect of students' writing. A sample of analytical scoring comes from Heaton (1988:145) as seen in the table 2.2.

***Table 2.2 Sample of analytical Scoring***

Aspect	Score				
	5	4	3	2	1
Grammar			V		
Vocabulary		V			

Mechanics (Punctuation and Spelling)	V				
Fluency (Style and ease of communication)	V				
Relevance (content related to the task demanded)		V			

Using this scale, score is given ranging from 1-5 for each aspect above. A more detailed model of analytical scoring is proposed by Jacobs (In Genese and Upshur, 1998:206). It is known as scoring rubric of ESL composition profile as seen in this table 2.3.

***Table 2.3 Scoring rubric of ESL***

Aspect	Score	Criteria
Content	30-27	Excellent to very good. Knowledgeable. Substantive. Systematic development of Thesis. Relevant to assigned topic.
	26-22	Good to average: some knowledgeable of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.

	21-17	Fair to poor. Limited knowledgeable of subject. Little substance. Inadequate development of topic.
	16-13	Very poor: does not show knowledgeable of subject. Non-substantive. Irrelevant to topic, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression. Ideas clearly stated/supported. Concise. Well organized. Logical sequencing. Cohesive.
	17-14	Good to average: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor: Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor: does not communicate. No organization. Or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: Sophisticated range. Effective word/ idiom choice

		and usage. Word form mastery. Appropriate register.
	17-14	Good to average: Adequate range. Occasional errors of word or idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not to enough to evaluate.
Grammar	25-22	Excellent to very good: effective complex construction. Few errors or agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction. Minor problems in complex constructions. Several errors of agreement, tense, number, word order or function, articles, pronouns,

		prepositions but meaning seldom obscured.
	17-11	Fair to poor: Major problems in simple/complex construction. Frequent errors of negation, agreement, tense, number, word order function, articles, pronouns, prepositions and/or fragments, run-ons, delections. Meaning confused or obscured.
	10-5	Very poor: almost to mastery of sentence constructions rules. Dominated by errors. Does not communicate or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, paragraphing, but meaning of obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,

		<p>paragraphing. Poor handwriting.</p> <p>Meaning confused or obscured.</p>
	2	<p>Very poor: no mastery on conventions.</p> <p>Dominated by errors of spelling, punctuation, capitalization, paragraphing. Hand writing illegible.</p> <p>Or not enough to evaluate.</p>

In this research, the researcher uses Jacob's scoring rubric of ESL Composition Profile above which is more detail than the others. In include content (development of thesis), organization (cohesive, coherence, sequencing), vocabulary (word choice, idiom, and word form), language use (word order, tenses, agreement, number, articl, pronouns and prepositions) and mechanics (spelling, punctuation, capitalization, and paragraphing). Each aspect of students' writing is labeled by four predicates excellent to very good, good to average, fair to poor, and very poor with its own score.

Scoring rubric of writing is one of the aspects which have to be considered to avoid the subjective in scoring. Besides, these is one way more to avoid subjectivity in scoring writing that is inter-rater reliability. According to Brandt (2009:23) states that interrater reliability method which is done by comparing the score given by different ratersfor the same



taks. Then, Wang (2009:1) stated that interrater refers to the degree of the similarity between different examiners. It can be two or more examiners without influencing one another, give the same marks to the same of scripts.

From the explanation above, it can be assumed that scoring of ESL more full describe than the other, the researcher using of scoring ESL to give the students score in this research.

#### **f. Criteria of Good Writing**

According to Harris (2001: 13) there are five criteria of good writing, they are:

- 1) Content: writing must convey the main idea or an attentive reader should be able to grasps the writer purpose.
- 2) Form: writing should contain logical or associative connection and transition which clearly express relationship of the idea described.
- 3) Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical form and synthetic pattern.
- 4) Style: writing should engage its reader through original insight and precise.
- 5) Mechanic: writing must use good spelling and punctuation. The example :

### Meet with Bambang Pamungkas

On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

Before entering Gelora Bung Karno stadium, we looked the bus that took Indonesian football players. Then, we followed that bus to main-entrance. I found that Bambang Pamugkas left from the bus. When, we wanted to get close to Bambang Pamungkas, a security guard held me back, I thought that security guard was familiar. He was my old friend, Budi. After that, he let me in, finally I could meet Bambang Pamungkas and got his signature.

Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

From the explanation above, it can be concluded that criteria of good writing are content, form, grammar, style, and mechanic.

### **g. Teaching Writing**

The following are a few principles that every teacher should consider while planning a course, whether it is a

writing course, or a course in which writing will play a part. These principle can be adapted to the many different learning situations (David, 2003:92-96).

1) Understand the students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write

Writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to write in order to students will become more comfortable with the act of writing.

3) Make feedback helpful and meaningful

Students need feedback on their writing. If the teacher write comments on students' papers, make sure that the

students understand the vocabulary or symbols used. Take time to discuss them in class. The teacher should be cautious about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students' writing.

- 4) Clarify for yourself and for your students how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyment. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

## **2. Mind Mapping**

### **a. Definition of Mind Mapping**

According to Tony Buzan (2002) mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). In line with the Mind Map Book, Buzan and BBC Worldwide Limited (1993).

A mind mapping is powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills-word, image, number, logic, rhythm, color and spatial awareness-in a single, uniquely powerful manner. In so doing, it gives you a freedom to roam the infinite wxpanses of your brain. Moreover Tony Buzan (2010) stated that the Mind Mapping strategy is one of the teachers' strategies in teaching, not only Mind Maps show facts, but also show the overall structure of a subjects and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, make connections that might not otherwise make. Evrekeli, E, Iel, D. &Balim, A. (2009) state that Mind mapping is an extremely valuable technique to be learnt and used by the students in learning process. Moreover Boyson (2009) using Mind Mapping for lesson planning can help teachers identify a logical teaching route and increases recall of the subject matter. This can boost teaching confidence and facilitate the smooth running of lessons.

Based on the theory above it can be concluded that mind map is the universal technique to open all potential brain which is use neocortex this is part of brain which is arrange message accepted from sensorial and then as ability create something, language and intellectual think or often calls as right brain and left brain. In addition this technique used in teaching writing skill.

b. How to make mind mapping

There are several ways to make mind mapping proposed by some experts. The ways will lead someone to make the mind mapping. The experts who propose the ways are Rose and Nicholl (2002). They explain the ways to make mind map. There are eight steps as follow.

- 1) Start with the topic in the middle of paper : write the topic that will be written in the middle of paper.
- 2) Use keywords : for examples animal, family, city, natural, etc.
- 3) Make the branch from the main topic : for example if the topic is animal, kind of animals have rabbit, cow, horse, fish, etc.
- 4) Use symbols, colours, words, or pictures mainly in the mind mapping : give decorative lines in the middle of the topic and then give color pencil in the sub topic.
- 5) Make it as interesting as possible : give the decoration more interest.
- 6) Make it full of colours: to easier give the full colors in your mind mapping.
- 7) Repeat again two or three times to make it perfect: Repeat until your mind mapping can understand the other person.
- 8) Do it by yourself : Do the best based on your creativity.

Other procedures of making mind map are quoted by Sugiarto (2004). He points out some steps to create a mind map. There are five steps. Here are those steps.

- 1) Prepare the equipment to make mind map such as paper (A4/Folio/A3), pencil or pen, stabile, marker or colour pen.
- 2) Determine the topic, make a central image in the centre of the paper, the position of the paper is landscape, draw the topic and give colour to it. It can be the combination of three or four colours.
- 3) Make a main branch which is the idea of the topic, make the word in the same length with the main branch, make a word per branch, write down the word with capital letters, and then give them some colours.
- 4) Make a thin branch which is a sub-topic, add the words or pictures, add the main idea and develop it with the sub-topics. All the sub-topics are placed in every branch separately.
- 5) Continue it with other ideas by making a new branch.

A famous expert of mind map is Buzan in Davies (2010). He makes several recommendations when making mind map. These are the recommendations.

- 1) Place an image or topic in the centre using at least 3 colours

- 2) Use images, symbols, codes, and dimensions throughout your Mind Map.
- 3) Select key words and print using upper or lower case letters.
- 4) Each word/image is alone and sitting on its own line.
- 5) Connect the lines starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
- 6) Make the lines the same length as the word/image.
- 7) Use colours—your own code—throughout the Mind Map.
- 8) Develop your own personal style of Mind Mapping.
- 9) Use emphasis and show associations in your Mind Map.
- 10) Keep the Mind Map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

### **3. Teaching Writing by Using Mind Mapping**

#### **a. The Process of Writing**

According to McCrimmon (1984:10), the writing process is divided into three stages: planning, drafting and revising.

##### **1) Planning**

Planning is a series of strategies designed to find and produce information in writing. It is also called pre-writing activity. In this stage the writer selects a



topic and gathers information or ideas. In short, planning is the first step of writing process that helps the writers uncover, explore and evaluate the topic. In this research, the pre-writing activity is covered by Mind Mapping. The students were asked to draw mind mapping first to guide their writing.

This research is planned to be carried out in 2 cycles, with the aim of each cycle: increasing student interest in learning, increasing competence and achievement writing students and knowing student responses after implementing the mind mapping as a classroom action research in this class. After determining the Standard Competencies and Basic Competencies to be studied are in accordance with K-13 and numbers face-to-face hours required, a learning tool for KD 4.11 is compiled with reference to the implementation of the mind mapping. (RPP attached).

## 2) Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing. In drafting, the writer should make decision about the main idea that will be expressed. Then, the writer will focus on the outline in which they organized the

content of writing in order to be coherent. Finally, it is continued by giving the title, introducing, and making paragraph into complete writing. The stage can be done by using Mind Mapping. After draw the keywords, the student decide the main idea of their Mind Mapping and then develop it into paragraph by paragraph until it finally becomes a complete writing.

In the first cycle, writing learning was carried out with recount text material about personal experience which were held in two meetings. Every week of class VIII C has two hours meetings. For the second cycle, writing learning was carried out using recount text material about special day in two meetings. The learning steps are like the steps in the first cycle with changes that are perfect for the first cycle, based on the results of reflection with students and collaborators / observers in the first cycle. At the end of the study, after daily test which serves as a second cycle posttest, then reflection, then fill out the questionnaire again as at the beginning of the study. The goal is to find out whether there are changes or not after the action was taken.

### 3) Revising

Revising is a series of strategies designed to re-examine and reevaluate the choices that have created a piece of writing. In revising, the students should criticize their paper in order to check whether or not the purpose is clear. The students also check the aspect involved in writing activity such as: spelling, diction, grammar, punctuation, paragraph development, etc. This revising can be done several times until all of the important aspects in writing are well constructed. After all of these stages have been done, the students can submit their writing to the teacher.

#### b. The process of creating Mind Mapping

Mind Mapping is a belonging to pre-writing activity or planning stage. It is always done in the first stage of writing process. Buzan (2005:15) explains seven steps to make Mind Mapping:

- 1) Take a blank paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.

- 2) Use a picture or photograph as the central idea. A picture or photograph can help to improve the imagination and keep focus on the main topic.
- 3) Use colors. For brain, colors are interesting. Coloring pencil will make Mind Mapping more alive and bring new energy and creativity.
- 4) Connect the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembered and understood.
- 5) Connect the branches with bowline, not straight because straight line will bore the brain.
- 6) Use one keyword in every branch. Every single word will encourage the brain to develop it to be a new thought.
- 7) Use picture in branch as much as possible because a picture means a thousand words.

In applying Mind Mapping in the writing activity in class, the procedure is done as follows:

- a) Describe or demonstrate the process of drawing the Mind Mapping to the students.
- b) Divide the students into groups.
- c) Pick a topic to be discussed.
- d) Ask the group to brainstorm.

- e) Ask to start scratching.
- f) Deliver necessary suggestion.
- g) Ask to develop main concept into paragraph.

Based on those previous statements and definitions it can be concluded that the writing process is divided into three stages: *planning*, *drafting*, and *revising*. Mind mapping is a technique pre-writing activity that becomes an important start in planning stage. By drawing the Mind Mapping first it can guide the students to the next steps, drafting and revising.

## **B. Previous Related Study**

Widyastuti Putri Pratiwi in her skripsi titled “Improving Students’ Writing Skill Through Textless Comic A Classroom Action Research Study at the Eight Grade Students of MTS N Ngemplak Boyolali in the academic year of 2016/2017”, to describe the improvement of the students’ writing skill through textless comic for the eight grade students of MTS N Ngemplak Boyolali in the academic year of 2016/2017. The researcher used qualitative data and quantitative data. Then the result of this research in two cycles show that, the improvement of students’ writing skill can be seen from the improvement of mean score of pre-test, first post test and second post test.

The second research is conducted by Wiwit Ari Kuncorowati entitled “Improving Students’ Writing Skill of Descriptive Text Using Think Pair Share of SMP N Mojogedang in the Academic Year of 2014/2015)” This research of this study was conducted by using classroom action research. The result of the research shows that there are positive improvements in either students’ writing skill or the class during the teaching learning process.

The third research is conducted by Yuli Susanti Prihastuti (UNY, 2013) entitled “Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students” The type of the study is action research. The study was conducted in two cycles. The participants of this study were the researcher, the English teacher and 24 students of Class VIII C of SMP N 1 Wonosari. There were two types of data in this study, qualitative and quantitative. The qualitative data were obtained from the observation during the teaching and process, the interview with the English teacher and the students. The data were in the forms of field notes and interview transcripts. The quantitative data were obtained from the reading comprehension pre-test and post-test in the forms of scores.

The fourth research is conducted by Yusri Nur Fadhilah entitled Applying Mind Mapping Technique to Improve Students Writing Skill of Descriptive Text. The type of the study is classroom

action research. The study was conducted in two cycles. This subject consists of 39 students. This study was carried out in two cycles. Each cycle consisted of three meetings.

Based on the previous research, this research is different from others. The researcher focuses on the improving students' writing skill. The researcher also will discuss the method used by the teacher in teaching writing at the eighth grade of SMP N 2 Karangmalang.

*Table 2.4 Previous Related Study*

No	Title	Differences	Similarities
1	Improving Students' Writing Skill Through textless Comic	The differences is on the technique.	The similarities in this thesis same explain about writing.
2	Improving student writing skill of descriptive text using think pair share	The differences of the title is on the technique.	The type of this research study was classroom action research.
3	Using Mind Mapping Technique to Improve	The differences is the researcher	The research design used in

	Reading Comprehension Ability of Thai EFL University Students	improve reading comprehension ability.	this study was pre test and post test.
4	Applying The Mind Mapping Technique to Improve Students Writing Skill of Descriptive Text	The differences is on the data gathered the researcher using interview in this instrument.	The method used in this research is Classroom Action Research (CAR).



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The type of this research study was classroom action research. Gaps between the fact and the ideal situation in the English class needed actions to be conducted. The research study aimed at overcoming the problems and improving the teaching-learning process. There are many definitions of action research proposed by the experts. Elliot (1991, in Burns, 2010:5) defines action research as “the study of a social situation with the view of improving the quality of the action in it.” Mc Niff and Whitehead (2006:7) describe action research as a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.”

Furthermore, Burns (1999:5) states that “action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community.” The definitions above imply that action research is the study of a social situation that enable practitioners everywhere to improve the quality of the action in it. In general, action research has the following characteristics (Cohen and Manion, 1980; Burns, 1999 in McKay, 2006:30): 1) situational, contextual, small scope, and localized and relevant to the real situation, 2) evaluative and reflective,

3) participatory, and 4) the changes in practice are based on the information or data gathered that encourage the changes.

In action research, the task is not finished when the research study ends. The participants continue to review, evaluate, and improve practice. In doing the research study, the modified process of Kemmis and McTaggart in Burns (1998:32) argue that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection. These moments are fundamental steps in a spiraling process. Each step is explained as follows:

#### 1. Planning

After discussing the problems and getting permission to conduct the research study at the school, some actions would be implemented to solve the problems. The actions focused on the efforts to improve the students writing skills. The plan was to implement the actions in one cycle first. The process of implementation would be continued to the next cycles if there were still problems to solve. The researcher giving question for students what is the mind mapping? Then the researcher explain the mind mapping for students that details. After that, researcher give example the materials that having a mind mapping in the class. After the students knowing the mind mapping researcher giving time to implement that mind mapping on writing.

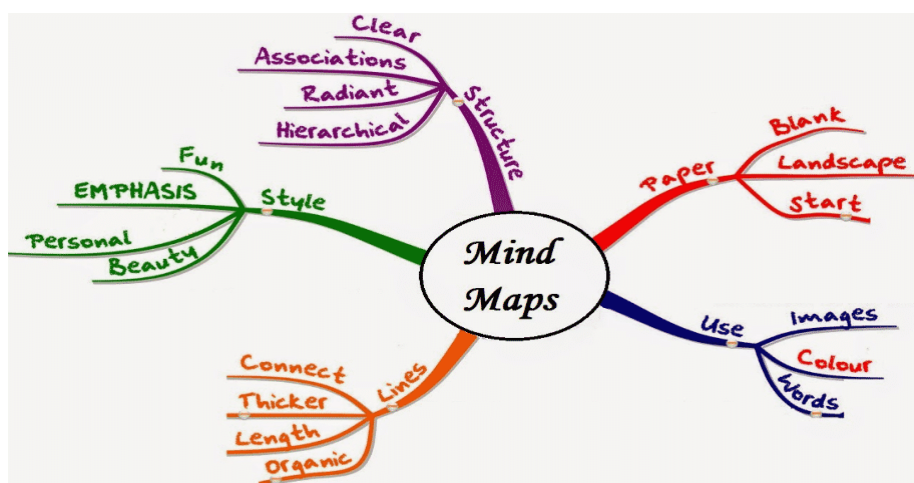
## 2. Action

This step was the implementation of the use of mind mapping as teaching and learning material. The teacher had to create the classroom atmosphere as well as possible. In this case the teachers took roles as a controller of the students' activities and also provide helps when they got difficulties in doing the tasks.

Steps of learning activities:

### a. Observing

The teacher shows the example of mind mapping and example of text. Then, students observe mind mapping and understand the text.



**Picture 3.1 Example of mind mapping.**

Source: <https://www.muhammadnoer.com/wp-content/uploads/2012/03/mindmapanak4.jpg>

Example of text.

### A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

#### b. Questioning

The teacher ask information about the text.

c. Collecting Data

The teacher asks the structure of the text. The teacher asks students to make examples of mind mapping and write of text according to the examples given by the teacher.

d. Associating

Giving explanation of mind mapping and write sentences related to text.

e. Communicating

Re-explain mind mapping and text.

3. Observation

Observe the effects of the critically informed action in the context in which it occurs. The actions were conducted by the researcher and Ani Sugiyarti, S.Pd as collaborator. In this section the collaborator as monitor the students and the researcher.

4. Reflection

In the end of the cycle, reflection was done by the researcher and the research collaborators. Comments and opinions were given by the researcher and the research collaborators about the implementation of the actions, the students' improvements, and the researcher's role as the teacher. The next step was discussing the next actions for the upcoming cycle based on the consideration of the reflection from the first cycle.

## B. Setting of the Study

### 1. Place of the Study

This research was carried out at SMP N 2 Karangmalang. It is located in jl.Gambiran-Guworejo Karangmalang, Kab.Sragen, kodepos 57291 . The students are dominated by female students but not the number is not too significant. Facilities such as library, science laboratory, computer laboratory, language laboratory can be found there. The English teachers rarely used language laboratory because some tools did not work properly. There are seven classes from VIII A to VIII G in eighth grade.

### 2. Time of the Study

This reasearch is carried out in the second semester of 2019/2020 academic year.

**Table 3.1Time of Schedule**

No	Activities	Feb	June	July	August	Sept
1	Creative	v				
2	Observation		v V v V V			
3	Writing proposal	v V v V v V V	V v V v v			
4	Research				v v v v	



overcome the problems that found in that situation. The observation can be done in pre-research and the implementation of research. The researcher can observe the facilitation that provided in that class, and also can observe about the problems that students have, that is about language skill problems. With observation, the researcher observed all happens before, during, and after mind map implemented in teaching and learning process and others in class VIII C. The result of the observation during the implementation is presented in form observation checklist. The observation did by researcher with Ani Sugiarti, S.Pd in class VIII C as collaborator. It is can help researcher to get result more valid. The teacher choosen VIII C class because the students ability is standart. There is no different the VIII C class with the other class.

## 2. Test

In this research there two kinds of tests, pre-test and post-test. Pre-test is employed before the research is began and post-test in the end of the research. The test based on the teacher's lesson plan. This tests made by the researcher and approved by the teacher as a collaborator. The result of the test was analysis to know the students' ability on writing skill by using mind mapping. The result could indicate wether or not the use of mind mapping in improving students writing skills.



#### D. Techniques of Analyzing Data

The next step from the research is technique of analyzing data. This research analyzes the data from the results of observation, interview transcript, and test (pre -test and post-test). The researcher will analyze data from the results of observation sheet and interview transcript that use qualitative descriptive. This technique is done the researcher by analyzing the result of observation in every cycle. The aim of the researcher uses the technique is to ease the researcher in knowing the improving of students' writing skill by using mind mapping.

The results of both tests are compares so that it can be identify whether there is any improvement in the students' writing skill. The mean of the pre-test and the post-test can be calculated with the formula from Arikunto (2010: 315) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{Y} = \frac{\sum Y}{N}$$

Where:

$\sum X$  = the sum of students' pre-test scores

$\sum Y$  = the sum of students' post-test scores

$\bar{X}$  = the mean of the pre-test scores

$\bar{Y}$  = the mean of the post-test scores

N = the number of students

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses about the result of the research. The objectives of the research are to find the implementation when mind mapping is implemented to improve students writing skill using mind mapping. This chapter covers research implementation and discussion. Each cycle of the research' implementation which consist of planning, action, observing, reflecting.

#### **A. Research Findings**

This research finding is taken from what happened in teaching and learning process from the beginning until the end of teaching and learning process done in this research. This research is about improving students' writing skill by using mind mapping. In this school there are seven class in the eighth grade. The English teacher in this school are three. Researcher conducted this research in VIII C of SMPN 2 Karangmalang in academic year 2019/2020, because the students same standart in the material. This research take before pandemic covid-19, there is something problem that when the researcher can take more data for this research arrived the virus covid-19. In this syllabus the material are greeting card, noticed, recount text, present continous tense, etc. The researcher conduct in two cycles, first cycle consits of three meetings and second cycle consits of two meetings, because there is pandemic in Indonesia that in teching and learning process using imergency curriculum that can't used the method.

The last meeting of each cycle the researcher conducted post test to know the improvement of the students' writing skill.

### **1. The Implementation of Mind Mapping**

The research consists of two cycles. They were done from October until November 2019. After each cycle was done, the researcher conducted post test to know the the improvement of the students' writing skill. The description of the research implemetation can be explained as follows:

#### a. Cycle 1

##### 1) Planning

Before implementing mind mapping in teaching writing in the class, the researcher made preparations. The preparation is in the form of lesson plans containing the instructional material and media, teaching learning activities, and evaluation :

- a) Instructional material are specific, measurable, short-term, observable student behaviors.
- b) Instructional teaching learning activities that reflect the overall course design and promote the achievement of learning goals.
- c) Evaluation Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternatives approaches designed to attain specified objectives.

It can be conclude that in first cycle in planning containing of instructional material and media, teaching learning activities and evaluation.

## 2) Implementation

### a) Meeting 1

#### 1. Opening

- a) Regards : At 08.30 am bell rang, the researcher go to the VIII C class followed by the teacher. The researcher opened the class by saying “Assalamu’alaikum Wr. Wb.
- b) Greeting: good morning, students” followed by asking the students condition and the students replied eargerly.
- c) Present : The researcher then checked the absents. On that day, no one was absents.
- d) Aperception : After that the researcher give brainstormed with simple story that relation with mind mapping. After the researcher finished the story,then the researcher reminds the story and made a relation with the material will be learn. The teacher gives apperception and introduces students to the material to be learnt.

At 08.30 am bell rang, the researcher go to the VIII C class followed by the teacher. The researcher opened the class by saying “Assalamu’alaikum Wr. Wb, good morning, students” followed by asking the students condition and the students replied eargerly. The researcher then checked the absents. On that day, no one was absents.

After that the researcher give brainstormed with simple story that relation with mind mapping. After the researcher finished the story,then the researcher reminds the story and made a relation with the material will be learn. The teacher gives apperception and introduces students to the material to be learnt. Thus, such as quotation below:

“anak-anak gimana cerita nya tadi? Nah kalian bisa juga menceritakan kejadian hal yang lampau sesuai yang kalian alami menggunakan mind mapping“(Teacher apperception)

The researcher also gives information about recount text based on competency or the goal that will be reaching after learnt this material. It can give a motivation to the students before learnt the material about recount text.

## 2. Main activity

In the main activity was consisted of five steps namely observing, questioning, associating, experimenting and communicating. Those activities were followed by the

students, and the researcher implemented them by using mind mapping.

a) Observing

In this step observing, the researcher ask students to write a sentence related with the sentence they were made a recount text. Then the researcher, ask students to observe the words that were often used in recount text, usually using a past tense, for example visited, wake up, last month, etc. It hoped that the students more easily learnt made a recount text. After that, the researcher asked to the students to observe text that written by researcher in the whiteboard using mind mapping.

b) Questioning

In the step questioning, the researcher invited the students to ask something about recount text and mind mapping. However, there were no students who asked something about the material. Then, the researcher gave questions for all of the students.

“kata apa saja yang sering di pakai dalam recount text?”

Then the students answered the questions together. After that, the teacher explains about the material. Then, the researcher also explains in mind mappng before

written recount text, usually recount text tell about story in past event.

After explaining the material, then the teacher confirm the students whether understand to the material or not as below:

*“Do you understand students?”*

*“Any question?” (Asked by the teacher)*

*“Yes sir” (students respond).*

c) Experimenting

In the step experimenting, the researcher asked the students to discuss with their friend.

*“Discuss bersama teman sebangku ya.”*

*“Yes miss.” (students answered)*

Then, the researcher asked them to observe the text in whiteboard carefully, while asking them to remember again how to make recount text using mind mapping must made some recount text with their friend with different title. The researcher also asked the students to discuss how to make recount text using mind mapping. The researcher as a facilitator in this phase.

d) Associating

In this step associating, the researcher asked the students to answer the questions following the recount text after all of the students observe the recount text to measure level of students understanding. In the process of working the assignment, there were the students that discussed each other, there were also students that searched the word by open dictionary. The assignment is the student with their friend make recount text using mind mapping with the theme personal experience.

e) Communicating

In this step of communicating, the researcher asked to the students to come forward and answered the questions based on the text after all of the students finished make a recount text.

The researcher asked to answer the question by students. It hoped that all of the students understand about this material. There were some of the students come forward and answered the questions. After all of the questions have been answered, then the researcher says all of the students to collect the recount text to the researcher.



### 3. Closing

In the closing phase, the researcher confirms their understanding about the material that has been learned. Then, the researcher asked to the students to make a summary and conclusion about the material that has been learned if there was no question from the students that felt difficult with the material. Before the researcher closed the lesson, the researcher gave assignment to the students for learnt again about recount text using mind mapping in their home. The researcher closed the lesson by giving thank/thankfulness for the student's attention and said Wassalamu'alaikum Wr. Wb.

Based on the opening, main activity, and closing can be concluded that: On this activity, the entire five developments of students' activities based on the 2013 curriculum were complete. There is assessment in the first meeting.

#### b) Meeting 2

In this meeting the researcher took same of theme about personal recount.

##### 1. Opening

- a) Regards : At 08.30 am bell rang, the researcher go to the VIII C class followed by the teacher. The researcher opened the class by saying "Assalamu'alaikum Wr. Wb.

- b) Greeting : good morning, students” followed by asking the students condition and the students replied eagerly.
- c) Present : The researcher then checked the absents. On that day, there is two students was absent.
- d) Aperseption : The researcher gave brainstorm to check student’s understanding about the material yesterday.

At 08.30 am bell rang, the researcher go to the VIII C class followed by the teacher. The researcher opened the class by saying “Assalamu’alaikum Wr. Wb, good morning, students” followed by asking the students condition and the students replied eagerly. The researcher then checked the absents. On that day, there is two students was absents.

After that the researcher asks to the students.

*Is there any homework today? (teacher ask)*

*No miss. (students answer)*

Then, the researcher gave brainstorm to check student’s understanding about the material yesterday.

## 2. Main activity

The researcher give some questions related about the topic. Some students were enthusiastic to answer the teachers' questions, but the others only kept silent.

### a) Observing

In this step observing, the researcher divide the students into four groups. After their having a group, the researcher asked them to observe the recount text and mind mapping in whiteboard.

### b) Questioning

In the step questioning, the researcher invited the students to ask something about recount text and mind mapping. However, there were no students who asked something about the material. Then, the researcher gave questions for all of the students.

*“masih ingat ga materi kemaren?” (ask by the teacher)*

*“sedikit lupa miss” (students answer)*

After explaining the material, then the researcher confirm the students whether understand to the material or not as below:

*“Do you understand students?”*

*“Any question?” (Asked by the teacher)*

*“Yes miss” (students respond).*

c) Experimenting

In the step experimenting, the researcher asked the students to discuss with their friend.

“Discuss bersama teman sebangku ya.”

“Yes miss.” (students answered)

Then, the researcher asked them to observe the text in whiteboard carefully, while asking them to remember again how to make recount text using mind mapping must made some recount text with their friend with different title. The researcher also asked the students to discuss how to make recount text using mind mapping. The researcher as a facilitator in this phase.

d) Associating

In this step associating, the researcher asked the students to answer the questions following the recount text after all of the students observe the recount text to measure level of students understanding. In the process of working the assignment, there were the students that discussed each other, there were also students that searched the word by open dictionary.

#### e) Communicating

In this step of communicating, the researcher asked to the students to come forward and answered the questions based on the text after all of the students finished make a recount text.

The researcher asked to answer the question by students. It hoped that all of the students understand about this material. There were some of the students come forward and answered the questions. After all of the questions have been answered, then the researcher says all of the students to correct the recount text together.

### 3. Closing

In the closing phase, the researcher confirms their understanding about the material that has been learned. Then, the researcher asked to the students to make a summary and conclusion about the material that has been learned if there was no question from the students that felt difficult with the material. Before the researcher closed the lesson, the researcher gave assignment to the students for learnt again about recount text using mind mapping in their home. The researcher closed the lesson by giving thank/thankfulness for the student's attention and said Wassalamu'alaikum Wr. Wb.

Based on the opening, main activity, and closing can be concluded that: On this activity, the entire five developments of students' activities based on the 2013 curriculum were complete.

c) Meeting 3

In this meeting the material was same with first meeting and second meeting but in this meeting there is post test.

1. Opening

At 08.30 am bell rang, the researcher go to the VIII C class followed by the teacher. The researcher opened the class by saying "Assalamu'alaikum Wr. Wb, good morning, students" followed by asking the students condition and the students replied with good condition. The researcher then checked the absents. On that day, no one was absents.

After that the researcher asks to the students.

*How are you today? (teacher ask)*

*Very nice miss. (students answer)*

Then, the researcher gave brainstorm to check student's understanding about the material yesterday.

2. Main activity

In the main activity was consisted of five steps namely observing, questioning, associating, experimenting and communicating. Those activities were followed by the

students, and the researcher implemented them by using certain method and technique.

a) Observing

In the step of observing, the researcher showed recount text using mind mapping (the material showed in appendix). Then the researcher, ask students to observe the picture about mind mapping to make recount text and the researcher ask students to observe the picture in the laptop by researcher. It hoped that the students more easily learnt the recount text using mind mapping.

b) Questioning

In the step questioning, the researcher invited the students to ask something about recount text and mind mapping. However, there were no students who asked something about the material. Then, the researcher say for all of the students. "Hari ini kita pengambilan nilai anak-anak" (say by the teacher)

"insyaallah siap miss" (students answer)

After says about the activity on that day, then the researcher litle explain about confirm the students whether understand to the material or not as below:

"Do you understand students?"

"Any question?" (Asked by the teacher)

"Yes miss" (students respond).

c) Experimenting

In the step experimenting, the researcher asked the students to discuss with their friend.

“Discuss bersama teman sebangku ya.”

“Yes miss.” (students answered)

Then, the researcher asked them to observe the text in whiteboard carefully, while asking them to remember again how to make recount text using mind mapping must made some recount text with their friend with different title. The researcher also asked the students to discuss how to make recount text using mind mapping. The researcher as a facilitator in this phase.

d) Associating

In this step associating, the researcher asked the students to answer the questions following the recount text after all of the students observe the recount text to measure level of students understanding. In the process of working the assignment, there were the students that discussed each other, there were also students that searched the word by open dictionary.

e) Communicating

In this step of communicating, the researcher asked to the students to come forward and answered the questions based



on the text after all of the students finished make a recount text.

The researcher asked to answer the question by students. It hoped that all of the students understand about this material. There were some of the students come forward and answered the questions. After all of the questions have been answered, then the researcher says all of the students to correct the recount text together.

### 3. Closing

In the closing phase, the researcher confirms their understanding about the material that has been learned. Then, the researcher asked to the students to make a statement about the first post test. Before the researcher closed the lesson, the researcher gave assignment to the students for learnt again about recount text using mind mapping in their home. The researcher closed the lesson by giving thank/thankfulness for the student's attention and said Wassalamu'alaikum Wr. Wb.

Based on the opening, main activity, and closing can be concluded that: On this activity, the entire five developments of students' activities based on the 2013 curriculum were complete.

*Table 4.1 The students' writing test score on cycle 1*

<i>No</i>	<i>Name</i>	<i>Total score</i>
1	AAA	85
2	A N B	60
3	A D R	91
4	A R	35
5	A S	70
6	B A W E S	55
7	B A	47
8	D P P	80
9	D A	85
10	D D P	46
11	F A	42
12	F I	90
13	F D P	46
14	I N	55
15	J A M R	57
16	K A P	55
17	K	48
18	M S P	85
19	M L P	73
20	M G	45
21	M A P	46

22	N A M	83
23	R R S	85
24	RSA	36
25	RAP	48
26	RDM	46
27	SP	56
28	SAW	85
29	SRAW	82
30	TEH	65
31	YNS	85
32	YAP	86
Mean		64,15

This meeting result of the post-test in cycle 1 showed that 14 students got 70-91 (83,2%), 18 students got under 70 (49,3%). Based on the reaserch of the post test conducted in cycle 1, it was found out that mean score of the students' writing test was 64,15. Therefore, the next cycle was still needed to conduct some revision of cycle 1, were also made to improve the students' writing. From the problem occuring in the implementation of Mind Mapping in writing text, the reseacher made some revision on the lason plan and the coloborator teachers way in carrying out the strategy of using this method. Interm of revision on the lason plan, the researcher revised the Mind Mapping method used for next cycle. The researcher used Mind Mapping method in different theme which was close

to the students environment. In term of the strategy, she discussed with the collaborator teacher about the way in explaining the students to used Mind Mapping method in writing proces. The finding was the collaborator teacher explained the way to used Mind Mapping method to the students slowly. The researcher also gave students clearer instruction asking the students to made recount text. The researcher gave the students more guidance, help encouragement during the implementation of the method. In revision process of writing, the students exchange their work with their work with their class mates to be revised.

#### b. Cycle 2

##### 1) Planning

Based on the first cycle, it found some problems which needed to be solved in the second cycle. The researcher still used Mind Mapping to teach writing skill. The researcher also found that the students were active and interested in teaching and learning process when the researcher explained about Mind Mapping in front of class. For that reason the researcher made some revision. The researcher revised Mind mapping method used by choosing the more appropriate theme and made some improvement on the way the collaborator teacher carried out the teaching activity by giving assignment and giving the students help and guidance in teaching learning process. And then, in revision process of writing, the students exchange their work with their classmates to be revised. In

general, the action in this cycle was not totally different from cycle 1. The activities included explaining the material and method, asking the students to write recount text by using Mind Mapping, and giving post test for the students. The differences only on the theme.

## 2) Implementation

### a) Meeting 1

In this meeting the researcher used different theme about special day.

#### 1. Opening

At 10.10 pm bell rang, the teacher go to the VIII C class followed by the teacher collaborator. The researcher opened the class by saying “Assalamu’alaikum Wr. Wb, good morning, students” followed by asking the students condition and the students replied eargerly. The teacher used whiteboard as the media to help the researcher. The researcher began to explain the material yesterday before the students do the the first post test. The researcher, then, asked the students there was homework or not for today.

“Apakah hari ini ada PR anak-anak?” asked the researcher.

“No, miss”. Answered the students

“Ok, now we are study again about how to make recount text using mind mapping”. Asked the researcher.

## 2. Main activity

In the main activity was consisted of five steps namely observing, questioning, associating, experimenting and communicating. Those activities were followed by the students, and the researcher implemented them by using mind mapping again.

### a) Observing

In the step of observing, the researcher showed text in whiteboard. Then, the researcher explained recount text that had be learn in meeting last day. It hoped that the students more easily learnt the recount text. The researcher asked the students to remind recount text and asked one of them to mention kinds of features that had been learn yesterday. The researcher gave more examples about kinds of recount text.

### b) Questioning

In the step of questioning, the researcher invited the students to ask something about the material after they observe it. As usual, there were not one of the students gave the questions. Then, the students gave some questions to the students.

“What characteristics recount text do you know? Please mentions it.” (asked by the researcher)

“using past tense, tell about experience, and others.”  
(answered by the students)

After the students answered the questions, then the researcher explains the material more. She said that kinds of recount text dont about self experience, but there is factual recount text and imaginative recount text. We must know about that. The researcher also explains the students to understand the differences kinds of recount text. After she explaining the material, then she confirm the students whether understand to the material or not below:

“Do you understand students?” (asked by the researcher)

“Yes, miss.” (students respond)

#### c) Experimenting

In the step of experimenting, the teacher asked the students to read and clear from their sit. The researcher asked students to read it carefully, while asking them to remember again the material. The researcher also asked them to find out the meaning of the text.

#### d) Associating

In step associating, the researcher also used the activities. After all the students read and find out the meaning of the text, then the researcher tried to measure level of students understanding by asking students to answer the question following the text. In the process of working the assignment, there were the students that discussed each other, there were also students that try to make recount text using mind mapping more good than before. The students using easily word in here

#### e) Communicating

In the step of communicating, the researcher also used same activities. The researcher asked to the students to come answer the question from researcher, after all of the questions have been answered, then the researcher asked all of students to correct the answers together, after all of the questions have been completed. The researcher asked to the students to correct, if there were the wrong answer.

### 3. Closing

In the closing, the researcher and the students together made summary and conclusion about the material that has learned. Then, the researcher confirms their understanding about the material that has learned. The researcher also give a message for study before second post test in next meeting. Before the teacher



closed the lesson by saying “Wassalamualaikum Wr.Wb”. Then, the students answered with “Waalikumsalam Wr.Wb”.

#### b) Meeting 2

At 10.10 pm bell rang, the researcher go to the VIII C class. The researcher opened the class by saying “Assalamu’alaikum Wr. Wb, good morning, students” followed by asking the students condition and the students replied eargerly. The researcher used whiteboard as the media to help her. The researcher began to explain the material yesterday before the students do the the second post test. The researcher, then, asked the students there was homework or not for today.

“Apakah hari ini ada PR anak-anak?” asked the researcher.

“No, miss”. Answered the students

“Ok, now we are study again about how to make recount text using mind mapping”. Asked the researcher.

#### 2) Main activity

In the main activity was consisted of five steps namely observing, questioning, associating, experimenting and communicating. Those activities were followed by the students,

and the researcher implemented them by using mind mapping again.

a) Observing

In the step of observing, the researcher showed text in whiteboard. Then, the researcher explained recount text that had been learned in meeting last day. It hoped that the students more easily learnt the recount text. The researcher asked the students to remind recount text and asked one of them to mention characteristics of recount text that had been learned. The researcher gave more examples about kinds of recount text.

b) Questioning

In the step of questioning, the researcher invited the students to ask something about the material after they observe it. As usual, there were not one of the students gave the questions. Then, the students gave some questions to the students.

“What kind of recount text do you know? (asked by the researcher)

“experience recount, factual recount and etc.” (answered by the students)

After the students answered the questions, then the researcher explains the material more. She said that kinds of recount text don't about self experience, but there is factual recount

text and imaginative recount text. We must know about that. The researcher also explains the students to understand the differences kinds of recount text. After she explaining the material, then she confirm the students whether understand to the material or not below:

“Do you understand students?” (asked by the researcher)

“Yes, miss.” (students respond)

c) Experimenting

In the step of experimenting, the teacher asked the students to make a recount text the theme experience recount. The researcher asked students to do the best, and the students must be remember kinds of recount and characteristics recount. The researcher also asked them to use the best of the time.

d) Associating

In step associating, the researcher also used the activities. After all the students make a recount text, the researcher remind the students to check the task. In the process of working the assignment, there were the students that discussed each other, there were also students that try to make recount text using mind mapping more good than before. The students using easily word in here.

e) Communicating

In the step of communicating, the researcher also used same activities. The researcher asked to the students to come answer the question from researcher, after all of the questions have been answered, then the researcher asked all of students to correct the answers together, after all of the questions have been completed. The researcher asked to the students to correct, if there were the wrong answer.

3) Closing

In the closing, the researcher and the students together made summary and conclusion about the material that has learned. Then, the researcher confirms their understanding about the material that has learned. The researcher also give a message for studyhard and wish the score more better than before. The researcher closed the lesson by saying “Wassalamualaikum Wr.Wb”. Then, the students answered with “Waalaikumsalam Wr.Wb”.

This is the result of students’ writing skill or test of cycle 2, as follows:

*Table 4.2 the students’ Scores in cycle 2*

<i>No</i>	<i>Name</i>	<i>Total score</i>
<i>1</i>	AAA	<i>91</i>

2	A N B	70
3	A D R	92
4	A R	70
5	A S	91
6	B A W E S	70
7	B A	70
8	D P P	85
9	D A	92
10	D D P	70
11	F A	70
12	F I	92
13	F D P	70
14	I N	70
15	J A M R	70
16	K A P	70
17	K	70
18	M S P	90
19	M L P	75
20	M G	70
21	M A P	77
22	N A M	90
23	R R S	86
24	R S A	85

25	RAP	75
26	RDM	90
27	SP	70
28	SAW	86
29	SRAW	83
30	TEH	73
31	YNS	90
32	YAP	91
Mean		79,5

### 3) Reflecting

After giving a treatment in second cycle to resolve the problems of the first cycle, there were some improvements that can be explained as follows:

- a) The students motivation and self-confidence increased, it could be seen from the enthusiasm of the students when they made a recount text based on the mind mapping.
- b) The students attention increased, it could be seen when the researcher discussed the first post test the students did not make noises. Besides, when the researcher give a second

post test, the students also paid attention and focused on their tasks.

- c) There was an improvement of the students writing skill. It was shown from the result of the second post test that 92 it was higher than the mean score of the first post test test was 79,5.

It can be conclude that in the first cycle the result is lower than the second cycle because the students in the second cycle become enthusiasm

## **B. Discussion**

In the discussion, the researcher presented the implementation of mind mapping in improving students' writing skill. The students responses on the teaching writing and the improvement of students writing skill after the implementation of mind mapping, for the eight grade at SMP N 2 Karangmalang in academic year 2019/2020, especially at VIII C class.

The researcher also conducted interview with one of the students after the implementation of Mind Mapping. The result of the interview was that they enjoyed the writing class. The students also said their self confidence built and increased and that mind mapping could help them to make a recount text because the clue words on mind mapping can be easier to make a writing recount text.

Based on the findings of the research, the first improvement was related to the content. Mind mapping which were provided during the process of teaching and learning of writing could stimulate the students to generate the ideas. It could help them to brainstorm the important ideas that they had to write. By looking the mind mapping, the students could organize the ideas that they had in mind into a good sequence. They could arrange them to generic structure of recount text. The students could have better understanding about the concept simple past tense. By looking up at the dictionary, the students could use more appropriate words in writing. They could choose the words based on the context that they need to be used.

Based on the analysis the mean score of the writing skill test, it can be concluded that the use of mind mapping did improve the students' writing skill. The improvement of the writing skill can be seen from the mean score of pretest/ posttest 1<sup>st</sup> cycle and 2<sup>nd</sup> cycle can be seen below:

Table 4.3 The Mean of Students Writing Score

Pre Test	1 <sup>st</sup> Post Test Score	2 <sup>nd</sup> Post Test Score
43,5625	64,15625	79,5

Based on the data above, the followings are the researcher's findings. The first is the improvement of students' writing skill. Before the action the students' writing skill were still low, but after the action the students



writing skill improved. It can be seen that after the action research, the scores of the tests were improved from pretest and posttest. The composition of writing such as content, organization, vocabulary, language use, and also mechanic improved. Besides, before the action researcher there were some problems in learning writing, such as, (1) in differentiating the tense, (2) building sentence structure, (3) applying spelling and punctuation as well as, (4) remembering the vocabularies and composing words into the sentences of paragraphs. After doing the action research, the students skill increased in vocabularies, the students also used the words in correct spelling and punctuation. Besides, the students could produce sentences in correct structure. And then, the students could arrange their ideas to put in writing forms.

Based on the analysis of the mean score of the writing test, it can be concluded that the use of mind mapping in writing test could improve the students in writing skill. The researcher considered that most of the students could write with good. It can be seen from the students' test results. It indicates that they could produce a text, and identify the generic structure of recount text. So, by considering the improvement, the researcher concludes that mind mapping has improved the eighth grade students' writing skills of SMP N 2 Karangmalang.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is to conclude the result of this study, to imply this study and to suggest others after conducting this study.

#### A. Conclusion

In this research, the researcher conducted a classroom action research in order to improve students' writing skill using mind mapping. The researcher concern with the implementation of mind mapping between researcher and students to improve writing skill. This technique implemented well in teaching and learning process of English at SMPN 2 Karangmalang.

Based on the research findings, the result of the classroom action research that conducted in two cycles showed that, the improvement of students' writing skill can be seen from the improvement of the mean score of pre-test, first post-test and second post-test. From the pre-test mean score was 43,5 increasing to 64,15 in the first post-test and increasing to 79,5 in the second post-test. Therefore, it can be concluded that teaching writing by using Mind Mapping can be improve writing skill. Hopefully, by implementing Mind Mapping the students can achieve the optimum writing skill. The researcher hopes that the researcher has done will inspire the English teachers to conduct Mind Mapping in the classroom.

## **B. Suggestion**

This section presents suggestions for English teacher, other researcher, and for the students

### 1. For the English teacher

- a. Considering that Mind Mapping can improve the students' idea in writing, it is better for them to implement this method as an alternative that can be used in teaching writing.
- b. It is advisable for them to make very good preparation including material and method that are going to be used before implementation of Mind mapping method in teaching writing.
- c. It is suggested for them to give more helps and guidance to the students during implementation of Mind Mapping method in teaching and learning process of writing.
- d. It is suggested for future researcher who fine similar problem that they conducted the similar study in different levels with different types of the text to see whether Mind Mapping method is also appropriate and effective to improve students' idea in writing.
- e. It is suggested for students to use Mind Mapping as the way to help them to improve their idea in writing.

2. For the students

- a. The students should practice writing skill, discuss their problems and difficulties with their friend.
- b. The students should be more active in the class, full concentration to the teacher explanation, and more confidences.
- c. Practicing witing to improve the vocabulary and grammar to write their task.

3. For institution

- a. The instituition should motivate the teacher to always improve their technique in teaching and learning to teach well and be a good teacher for the students.
- b. The institution should facilitate the teacher especially English teacher through education training more often.

4. For other researcher

The last suggestion in addressed to the other researcher. Hopefully, this research can be used as additional reference for other research in difference areas and topics.

## **Bibliography**

- Alderson, J.C., Chalpan, C., dan Wall, D. (1995). *Language Test Construction & Evaluation*. Cambridge University Pers.
- Arikunto. (2010). *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Cipta.
- Boyson. (2009). *Teaching Writing*. New York: Mc Milan College Publishing Company.
- Brown, Douglas, *Language assessment Principles and Classroom Practices*, San Francisco: Longman, 2004.
- Brown, H. Douglas. 2001. *Teaching By Principle An Interactive Approach To Language pedagogy*. San Fransisco: Sanfransisco State University.
- Burns. (1999). *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Buzan, Tony. (1993). *The Mind Map book* London: BBC Books.
- Buzan, Tony. 2002. *Buku Pintar Mind Map*. Penerbit PT Gramedia Pustaka Utama. Jakarta.
- Buzan, Tony. 2010. *Buku Pintar Mind Map*. Penerbit PT Gramedia Pustaka Utama. Jakarta.
- David. (2003). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher.
- Davies. (2010). *Concept Mapping, Mind Mapping, and Argument Mapping: What are the different and Do they matter?* Higher Education Vol. 62. Issue 3: 279-301.

- Elliott, J. C. (2010). *Humility: Development and analysis of a scale*. University of Tennessee, Knoxville. Retrieved from [http://trace.tennessee.edu/utk\\_graddiss/795](http://trace.tennessee.edu/utk_graddiss/795)
- Genese, F. & Upshur, J. A. (1998). *Classroom Based Evaluation in Second Language Education*. Cambridge University Press.
- Harris, David P. (2001). *Testing English as a Second Language*. New York: Mc. Grow Hill Book Company.
- Harris, J. 1993. *Introducing Writing*. London: Penguin Books Ltd.
- Heaton, J.B. (1988). *Writing English Language Test*. New York: Longman.
- Hyland, K (2004). *Genre and second Language writing* (Ann Arbor, MI: University of Michigan Press). Includes ideas for research and discussion of methods for studying written genres.
- Jacobs, H.L. et al. (1981). *Testing ESL Composition: A Partial Approach*. Massachuset: Newbury House.
- Javid, C.Z & Ummer, M. (2014). Saudi EFL learners' writing problem: A move toward situation. *Proceeding of the global summit on education*. Dammam: Worldconferense, net.
- Kemmis, S & Mc Taggart, R. 1998. *The Action Research Planner, Third Edition*. Victoria: Deakin University.
- Mc Crimmon, James M. (1984). *Writing with a Purpose*. Eight edition. USA: Houghton Mifflin Company.
- Mc Niff and Whitehead (2006). *All you need to know about Action Research*. Sage Publication. London
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston, Massachusetts: Heinle & Heinle Publisher.
- Rose and Nicholl. (2002). *Accelerated Learning*. Bandung: Nuansa.

Sugiarto, Iwan (2004). *Mengoptimalkan Daya Kerja Otak Dengan Berfikir Holistik dan Kreatif*. Gramedia Pustaka Utama: Jakarta.

Wallace, Michael J, (1998). *Action Research for Language Teacher*. Cambridge: Cambridge University Press

Wang. (2009). *Designing Application for Writing Junior High School Student*. Educational Computing Search

Wiratno. (2003). *Kiat Menulis Karya Ilmiah Dalam Bahasa Inggris*. Jakarta: Pustaka Pelajar.

## SILABUS BAHASA INGGRIS

**Satuan Pendidikan** : SMPN 2 Karang Malang

**Kelas** : VIII

**Kompetensi Inti** :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan</li> </ul>	<p><b>Pengetahuan:</b> <i>Penugasan</i> mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	10 JPL	<ol style="list-style-type: none"> <li>1. Kementerian Pendidikan dan Kebudayaan . (2016). <i>When English Rings The Bell</i>, SMP/MTs Kelas VIII, hal 141-166 edisi revisi dan sumber lain yang sesuai.</li> <li>2. Worksheet buatan guru</li> <li>3. Modelling</li> </ol>



<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan</p>	<ul style="list-style-type: none"> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan</li> </ul>	<p>ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau.</p> <p><b>Keterampilan</b> Melakukan praktik <i>survey</i> tentang masa kecil dan menuliskan laporan hasil <i>survey</i></p> <p><b>Sikap</b> Observasi terhadap percayadiri, tanggung jawab,</p>		<p>suara guru</p>
---	--	---	---	--	-------------------

<p>simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di</p>	<p>perilaku yang termuat di KI</p>		<p>dan kerjasama dalam proses pembelajaran di setiap tahapan.</p>		
--	------------------------------------	--	---	--	--

<p>waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>					
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>• Struktur teks Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> </ul>	<p><b>Pengetahuan:</b> <i>Tes tertulis</i> membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount.</p>	<p>8 JPL</p>	<ol style="list-style-type: none"> <li>1. Kementerian Pendidikan dan Kebudayaan . (2016). <i>When English Rings The Bell</i>, SMP/MTs Kelas VIII, hal 167-196 edisi revisi dan sumber lain yang sesuai.</li> <li>2. Worksheet buatan guru</li> <li>3. Modelling suara guru</li> </ol>

<p>informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana,</p>	<p>interogatif dalam <i>Simple Past tense</i></p> <ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat</li> </ul>	<ul style="list-style-type: none"> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p><b>Keterampilan</b> <i>Praktik</i> mendengarkan dan membaca teks recount lisan dan <i>Projek</i> teks recount</p> <p><b>Sikap</b> Observasi terhadap kesungguhan, tanggung jawab, dan percaya diri dalam proses pembelajaran di setiap tahapan.</p>		
--	---	---	--	--	--

<p>terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar</p>	<p>menumbuhkan perilaku yang termuat di KI</p>				
---	--	--	--	--	--

dan sesuai konteks					
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p><b>Pengetahuan:</b> <i>Penugasan</i> membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>),</p> <p><b>Keterampilan</b> <i>Praktik</i> membaca dan menuliskan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>)</p>	6 JPL	<ol style="list-style-type: none"> <li>1. Kementerian Pendidikan dan Kebudayaan. (2016). <i>When English Rings The Bell</i>, SMP/MTs Kelas VIII, hal197-216disirevisi dan sumber lain yang sesuai.</li> <li>2. Worksheet buatan guru</li> </ol>

<p>konteks penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul>		<p><b>Sikap</b></p> <p>Observasi terhadap kesungguhan, tanggung jawab, dan percaya diri dalam proses pembelajaran di setiap tahapan.</p>		
---	--	--	--	--	--

<p>pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar</p>					
---	--	--	--	--	--



dan sesuai konteks					
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p><b>Pengetahuan:</b> Tes tertulis dalam fungsi sosial dan unsur kebahasaan dalam lirik lagu</p> <p><b>Keterampilan</b> Praktik mendengarkan lagu dan menangkap makna lirik lagu.</p> <p><b>Sikap</b> Observasi terhadap kesungguhan, tanggung jawab, dan percaya diri dalam proses pembelajaran di setiap tahapan.</p>	4 JPL	<ol style="list-style-type: none"> <li>1. Kementerian Pendidikan dan Kebudayaan. (2016). <i>When English Rings The Bell</i>, SMP/MTs Kelas VIII, hal 218-222 edisi revisi dan sumber lain yang sesuai.</li> <li>2. Worksheet buatan guru</li> </ol>

Mengetahui,

Kepala Sekolah SMPN 2 Karangmalang

Sragen,

Juli 2019

Koordinator Bahasa Inggris

Priyadi, S.Pd,M.Pd

Mewo, S.Pd

NIP. 19590803 198103 1 013

NIP.196810121998021005

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah	: SMPN 2 Karangmalang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Recount text
Alokasi Waktu	: 2x 45menit

**A. Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

**B. Kompetensi Dasar dan Indikator**

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**Indikator :**

1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

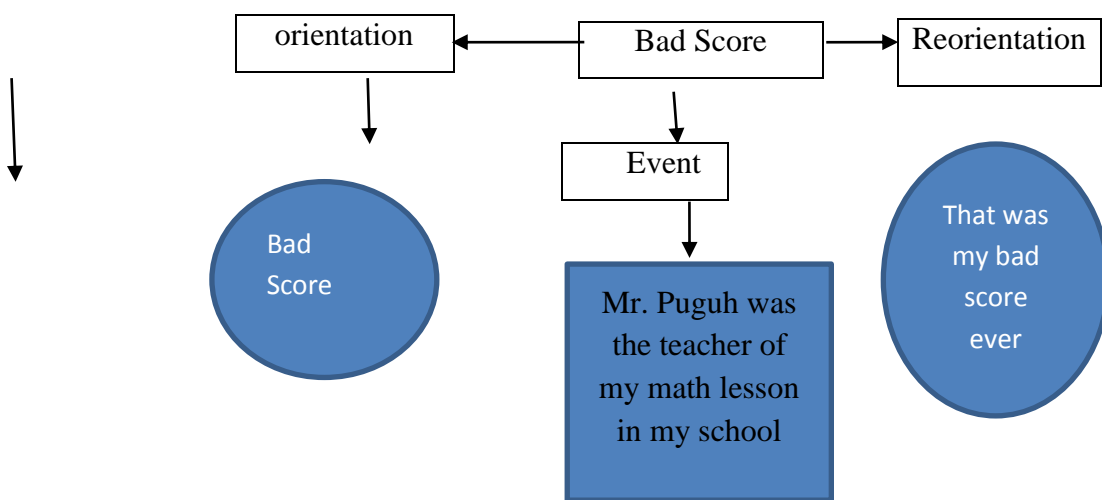
1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

### C. Materi Pembelajaran

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

Example of mind mapping.



#### Bad Score

##### Orientation

I got really bad score last exam. The exam that I did was math.

##### Event

Mr. Pugh was the teacher of my math lesson in my school. He was very scary person. He told us to do the exam exactly at the time. I wasn't ready at the time because I didn't study the material the night before. I did my best then, even though I got an E.

##### Reorientation

That was my bad score ever. I was regret I didn't study the night before.

#### D. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mind Mapping

#### E. Media dan sumber Pembelajaran

1. Media : Handout
2. Alat : Spidol and whiteboard
3. Sumber belajar : Buku siswa “ When English Rings a Bell Kelas 8 “, Internet

#### F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	Siswa	Guru	
Pendahuluan	<ol style="list-style-type: none"> <li>1. Membahas salam</li> <li>2. Berdoa</li> <li>3. Menunjukkan kehadiran</li> <li>4. Memperhatikan tujuan pembelajaran</li> </ol>	<p>Mengucapkan salam dan meminta salah satu siswa memimpin doa.</p> <p>Memberikan motivasi dan apersepsi.</p> <p>Memeriksa kehadiran siswa</p> <p>Menginformasikan tujuan pembelajaran</p>	10 menit
Kegiatan Inti	<p><b>1. Observing</b></p> <ul style="list-style-type: none"> <li>· Mengamati teks bacaan</li> <li>· Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>· Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan bacaan</li> </ul> <p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>· Mengumpulkan berbagai informasi yang</li> </ul>	<ul style="list-style-type: none"> <li>· Menunjukkan teks bacaan yang berkaitan dengan recount teks</li> <li>· Memancing siswa untuk bertanya</li> <li>· Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya</li> <li>· Guru meminta siswa untuk membuat contoh mind mapping di buku masing-masing.</li> </ul>	70 Menit

	<p>ada didalam bacaan yang telah mereka dapatkan</p> <ul style="list-style-type: none"> <li>· Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>· Mencari informasi fungsi sosial teks</li> </ul> <p><b>4. Associating</b></p> <ul style="list-style-type: none"> <li>· Menuliskan kalimat-kalimat yang berkaitan dengan recount teks</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>· Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</li> </ul>	<ul style="list-style-type: none"> <li>· Guru meminta siswa menulis text recount dari mind mapping yang telah di buat sebelumnya.</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan siswa membuat rangkuman/simpulan</li> <li>2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>3. Guru member umpan balik terhadap proses dan hasil pembelajaran</li> <li>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram</li> <li>5. Memberikan tugas,baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik</li> <li>6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ol>		10 menit

### G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa : .....

NIS : .....

Kelas : .....

#### 1. Aspek Penilaian Sikap

No	Aspek penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

#### 2. keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis

		Aspek Penilaian			
Nama	Konten	Organization	Grammar	Vocabulary	Mechanics

## Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Konten	Sesuai topik	30
Organization	Idenya jelas	20
Vocabulary	Pilihan kata yang digunakan	20
Grammar	Tata bahasa yang dipakai efektif	25
Mekanik	Penggunaan tanda baca dan huruf kapital	5

Sragen,31 Oktober 2019

Mengetahui :

Guru

Ani Sugiarti, S.Pd

Peneliti

Rista Cahya K

Nip : 196304121994122002

Nim:143221273



**RENCANA PELAKSANAAN PEMBELAJARAN**  
(RPP)

Sekolah	: SMPN 2 Karangmalang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Recount text
Alokasi Waktu	: 2x 45 menit

**D. Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

**2. Kompetensi Dasar dan Indikator**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**Indikator :**

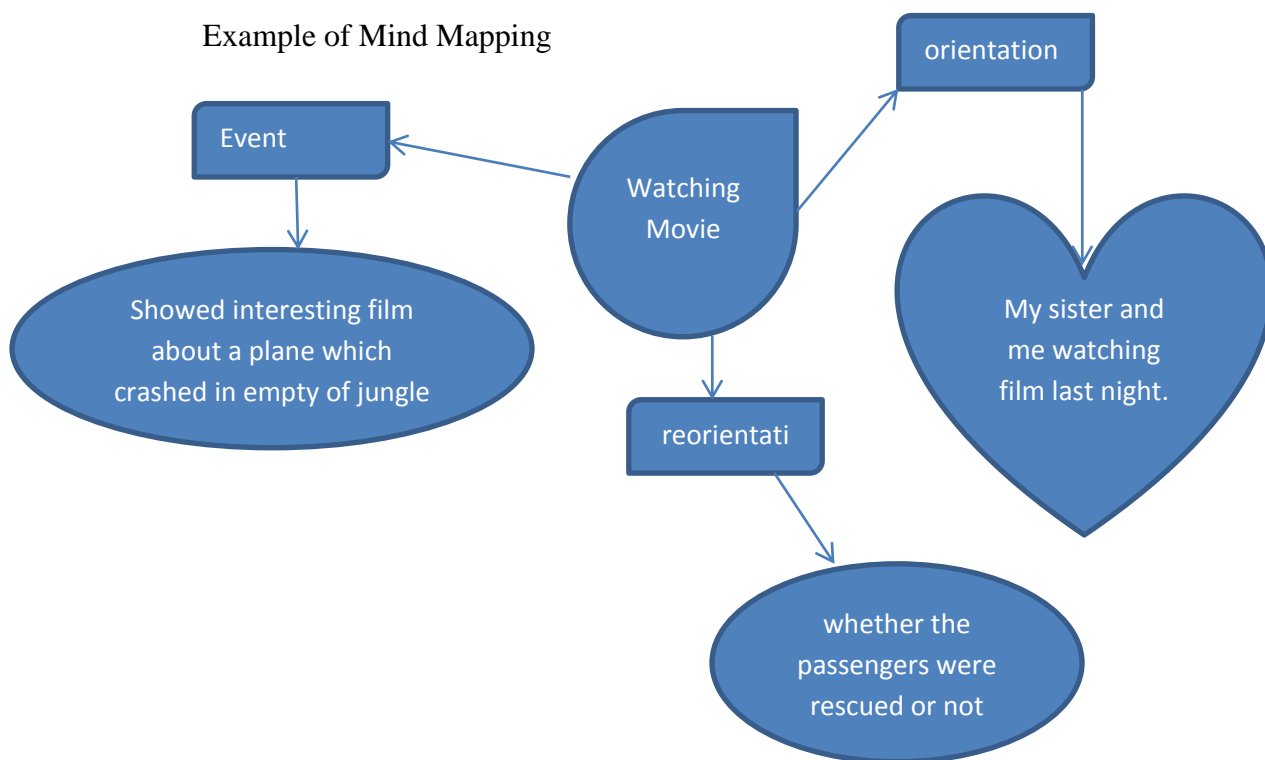
1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

### C. Materi Pembelajaran

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



#### Watching the Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean. Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

#### D. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mind Mapping

#### E. Media dan sumber Pembelajaran

1. Media : Handout
2. Alat : Spidol and whiteboard
3. Sumber belajar : Buku siswa “ When English Rings a Bell Kelas 8 “, Internet

#### F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	Siswa	Guru	
Pendahuluan	<ol style="list-style-type: none"> <li>1. Membahas salam</li> <li>2. Berdoa</li> <li>3. Menunjukkan kehadiran</li> <li>4. Memperhatikan tujuan pembelajaran</li> </ol>	<p>Mengucapkan salam dan meminta salah satu siswa memimpin doa.</p> <p>Memberikan motivasi dan apersepsi.</p> <p>Memeriksa kehadiran siswa</p> <p>Menginformasikan tujuan pembelajaran</p>	10 menit
Kegiatan Inti	<p><b>2. Observing</b></p> <ul style="list-style-type: none"> <li>· Mengamati teks bacaan</li> <li>· Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>· Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan bacaan</li> </ul> <p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>· Mengumpulkan berbagai informasi yang</li> </ul>	<ul style="list-style-type: none"> <li>· Menunjukkan teks bacaan yang berkaitan dengan recount teks</li> <li>· Memancing siswa untuk bertanya</li> <li>· Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya</li> <li>· Guru menanyakan tentang materi yang sudah di ajarkan</li> <li>· Guru menanyakan tentang metode yang</li> </ul>	70 Menit

	<p>ada didalam bacaan yang telah mereka dapatkan</p> <ul style="list-style-type: none"> <li>· Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>· Mencari informasi fungsi sosial teks</li> </ul> <p><b>4. Associating</b></p> <ul style="list-style-type: none"> <li>· Menuliskan kalimat-kalimat yang berkaitan dengan recount teks</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>· Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</li> </ul>	diajarkan kepada siswa.	
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan siswa membuat rangkuman/simpulan</li> <li>2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>3. Guru member umpan balik terhadap proses dan hasil pembelajaran</li> <li>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram</li> <li>5. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik</li> <li>6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ol>		10 menit

### G. Penilaian hasil pembelajaran

#### 1. sikap

##### Penilaian Sikap

Nama Siswa : .....

NIS : .....

Kelas : .....

##### 1. Aspek Penilaian Sikap

No	Aspek penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

#### 2. keterampilan

##### Rubrik penilaian keterampilan

Kegiatan : Menulis

		Aspek Penilaian			
Nama	Konten	Organization	Grammar	Vocabulary	Mechanics

##### Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Konten	sesuai topik	30
Organization	idenya jelas	20
Vocabulary	pilihan kata yang digunakan	20

Grammar	Tata bahasa yang dipakai efektif	25
Mekanik	Penggunaan tanda baca dan huruf kapital	5

Sragen, 02 November 2019

Mengetahui :

Guru Pamong

Peneliti

Ani Sugiarti, S.Pd

Rista Cahya K

Nip : 196304121994122002

Nim 143221273

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah	: SMPN 2 Karangmalang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Recount text
Alokasi Waktu	: 2x 45 menit

**E. Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

**F. Kompetensi Dasar dan Indikator**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**Indikator :**

1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

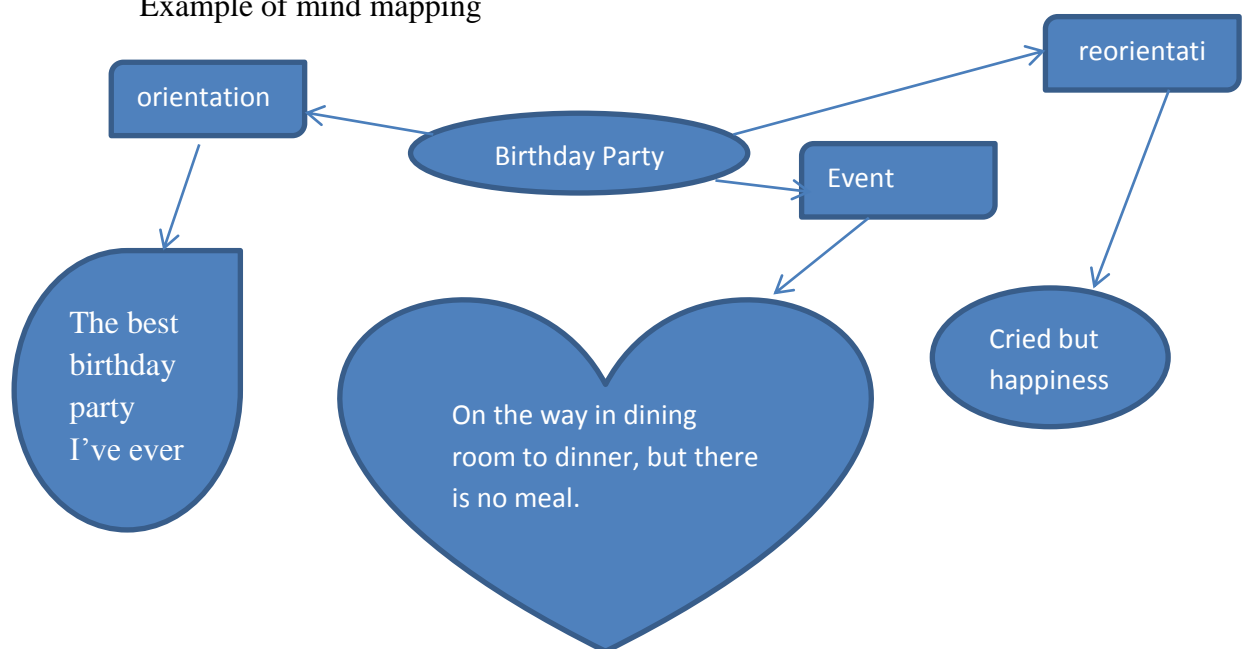
1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

**C. Materi Pembelajaran**

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

Example of mind mapping

**Birthday Party**

It was the best birthday party I've ever had in my life. It started when I just arrived home at 10.00 PM, I opened the door and said "Mom,dad I'm home!" but no one answered me. I wondered where did people go. I was searching for mom and dad, they usually spend their time watching television at this time. But I did not found them there. ". So I took stair and knocked at his bedroom. John..John, are you there? Can I come in?. Then I opened his bedroom, he was not there too. It's not him to leave his bedroom door unlocked. Where were these guys..



I went to dining room and found no meals at all. It all was weird. I was thinking if they would have gone outside because the day was Saturday night. Finally I went to my bedroom and took a rest for a while.

Lights went out suddenly while I was reading a novel. I got so scared. I heard people shouting fire, fire, fire.. So I woke up suddenly and tried to get out from house as soon as possible. When I opened the door, This was the best event, My parents and my brother held a birthday cake while singing 'happy birthday'. My grandparents, uncle and my aunts came too. I couldn't say anything, I cried for happiness and horror and said you almost killed me guys! I love you. And then we went out for our late dinner.

#### D. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mind Mapping

#### E. Media dan sumber Pembelajaran

1. Media : Handout
2. Alat : Spidol and whiteboard
3. Sumber belajar : Buku siswa " When English Rings a Bell Kelas 8", Internet

#### F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	<b>Siswa</b>	<b>Guru</b>	
Pendahuluan	1. Membahas salam 2. Berdoa 3. Menunjukkan kehadiran 4. Memperhatikan tujuan pembelajaran	Mengucapkan salam dan meminta salah satu siswa memimpin doa. Memberikan motivasi dan apersepsi. Memeriksa kehadiran siswa Menginformasikan tujuan pembelajaran	10 menit

Kegiatan Inti	<p><b>3. Observing</b></p> <ul style="list-style-type: none"> <li>· Mengamati teks bacaan</li> <li>· Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>· Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan bacaan</li> </ul> <p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>· Mengumpulkan berbagai informasi yang ada didalam bacaan yang telah mereka dapatkan</li> <li>· Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>· Mencari informasi fungsi sosial teks</li> </ul> <p><b>4. Associating</b></p> <ul style="list-style-type: none"> <li>· Menuliskan kalimat-kalimat yang berkaitan dengan recount teks</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>· Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</li> </ul>	<ul style="list-style-type: none"> <li>· Menunjukkan teks bacaan yang berkaitan dengan recount teks</li> <li>· Memancing siswa untuk bertanya</li> <li>· Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya untuk melengkapi informasi</li> </ul> <p>Guru meminta siswa untuk mengingat kembali struktur teks recount</p> <p>Guru meminta siswa menulis struktur teks recount yang telah di sebutkan</p> <p>Guru memberi penjelasan kembali membuat teks recount menggunakan mind mapping</p>	70 Menit
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan siswa membuat rangkuman/simpulan</li> <li>2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> </ol>		10 menit

	<p>3. Guru member umpan balik terhadap proses dan hasil pembelajaran</p> <p>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram</p> <p>5. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik</p> <p>6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya</p>		
--	--	--	--

### G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa : .....

NIS : .....

Kelas : .....

#### 1. Aspek Penilaian Sikap

No	Aspek penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

2. Keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis

		Aspek Penilaian			
Nama	Konten	Organization	Grammar	Vocabulary	Mechanics

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Konten	sesuai topik	30
Organization	idenya jelas	20
Vocabulary	pilihan kata yang digunakan	20
Grammar	Tata bahasa yang dipakai efektif	25
Mekanik	Penggunaan tanda baca dan huruf kapital	5

Sragen, 7 November 2019

Mengetahui :

Guru Pamong

Peneliti

Ani Sugiarti, S.Pd

Rista Cahya K

Nip : 196304121994122002

Nim 143221273

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah	: SMPN 2 Karangmalang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Recount text
Alokasi Waktu	: 2x 45 menit

**G. Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

**H. Kompetensi Dasar dan Indikator**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**Indikator :**

1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

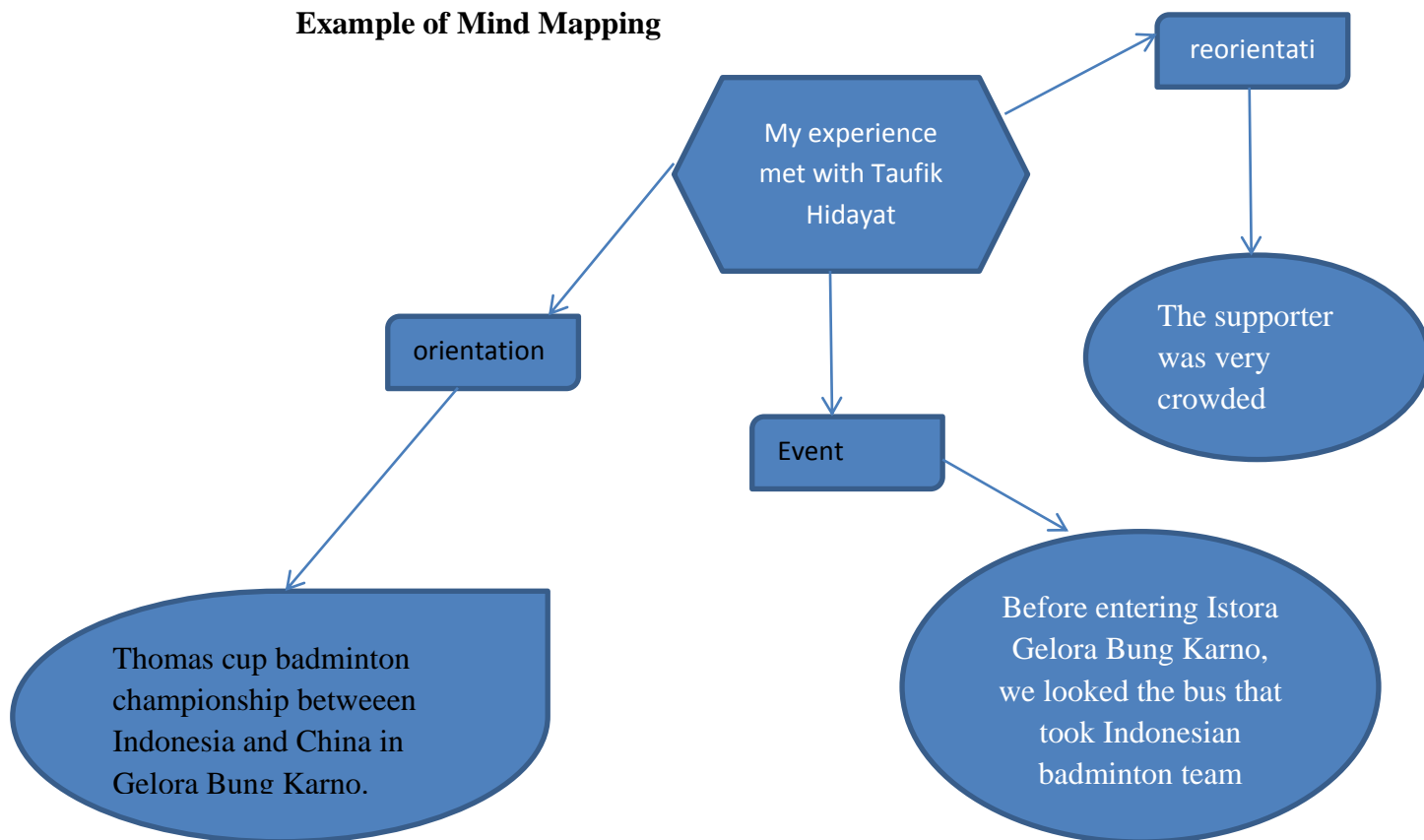
1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

### C. Materi Pembelajaran

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

#### Example of Mind Mapping



My experience met with taufik hidayat

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

#### Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

#### Reorientation:

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

#### **D. Metode Pembelajaran**

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mind Mapping

#### **E. Media dan sumber Pembelajaran**

1. Media : Handout
2. Alat : Spidol and whiteboard
3. Sumber belajar : Buku siswa " When English Rings a Bell Kelas 8  
", Internet

### F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	<b>Siswa</b>	<b>Guru</b>	
Pendahuluan	1.Membahas salam 2.Berdoa 3.Menunjukkan kehadiran 4.Memperhatikan tujuan pembelajaran	Mengucapkan salam dan meminta salah satu siswa memimpin doa. Memberikan motivasi dan apersepsi. Memeriksa kehadiran siswa Menginformasikan tujuan pembelajaran	10 menit
Kegiatan Inti	<p><b>4. Observing</b></p> <ul style="list-style-type: none"> <li>· Mengamati teks bacaan</li> <li>· Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>· Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan bacaan</li> </ul>	<ul style="list-style-type: none"> <li>· Menunjukkan teks bacaan yang berkaitan dengan recount teks</li> <li>· Memancing siswa untuk bertanya</li> <li>· Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya untuk melengkapi informasi</li> </ul>	70 Menit



	<p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>· Mengumpulkan berbagai informasi yang ada didalam bacaan yang telah mereka dapatkan</li> <li>· Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>· Mencari informasi fungsi sosial teks</li> </ul> <p><b>4. Associating</b></p> <ul style="list-style-type: none"> <li>· Menuliskan kalimat-kalimat yang berkaitan dengan recount teks</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>· Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</li> </ul>	<p>Guru meminta siswa untuk mengingat kembali struktur teks recount</p> <p>Guru meminta siswa menulis struktur teks recount yang telah di sebutkan</p> <p>Guru memberi penjelasan kembali membuat teks recount menggunakan mind mapping</p>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan siswa membuat rangkuman/simpulan</li> <li>2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> </ol>		10 menit

	<p>3. Guru member umpan balik terhadap proses dan hasil pembelajaran</p> <p>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram</p> <p>5. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik</p> <p>6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya</p>		
--	--	--	--

### G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa : .....

NIS : .....

Kelas : .....

#### 3. Aspek Penilaian Sikap

		Skor				
No	Aspek penilaian	1	2	3	4	5

1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

#### 4. Keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis

		Aspek Penilaian			
Nama	Konten	Organization	Grammar	Vocabulary	Mechanics

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
-----------------	-----------	-------

Konten	Sesuai topik	30
Organization	Idenya jelas	20
Vocabulary	Pilihan kata yang digunakan	20
Grammar	Tata bahasa yang dipakai efektif	25
Mekanik	Penggunaan tanda baca dan huruf kapital	5

Sragen, 14 November 2019

Mengetahui :

Guru Pamong

Peneliti

Ani Sugiarti, S.Pd

Rista Cahya K

Nip : 196304121994122002

Nim : 143221273

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah	: SMPN 2 Karangmalang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Recount text
Alokasi Waktu	: 2x 45 menit

**I. Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

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

**J. Kompetensi Dasar dan Indikator**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**Indikator :**

1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

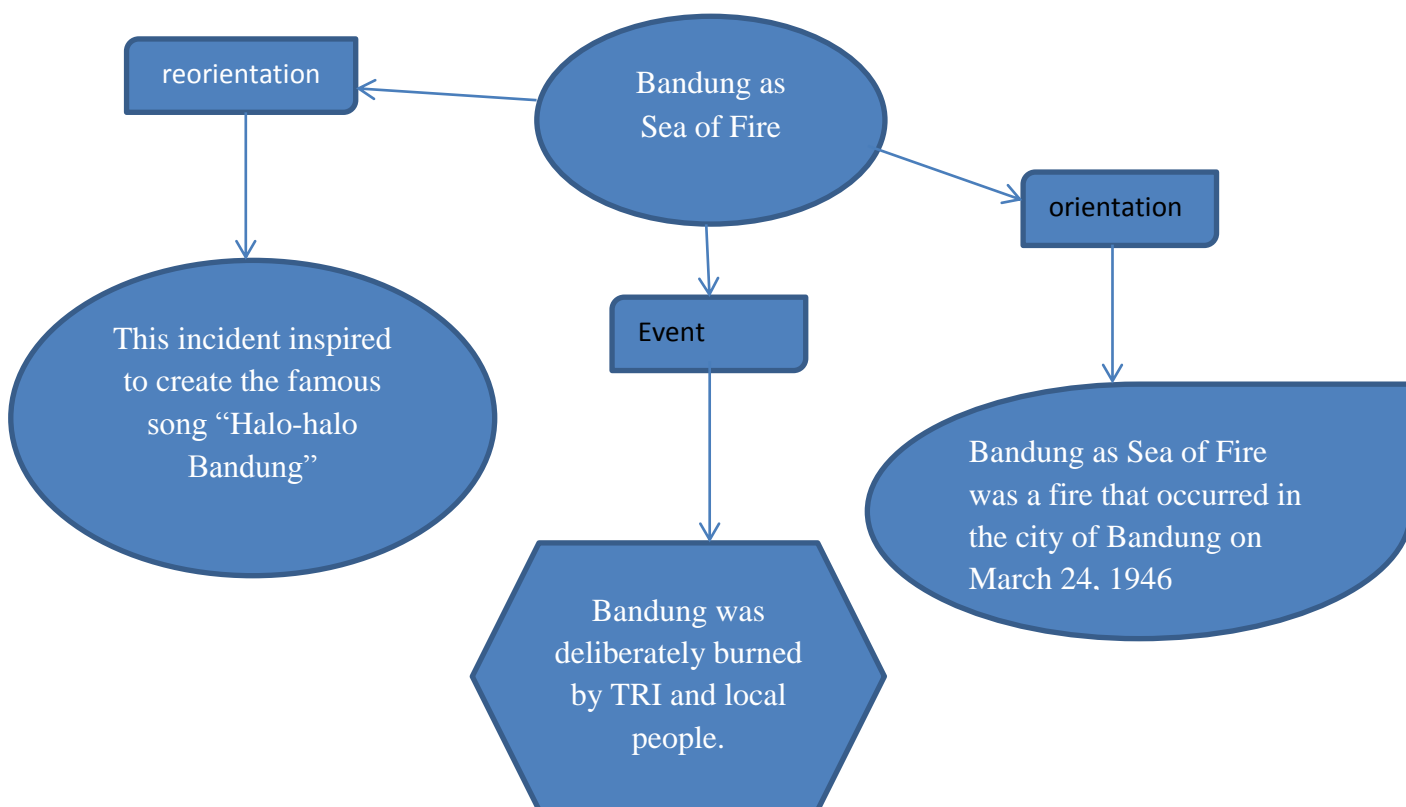
1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

**C. Materi Pembelajaran**

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

Example of Mind Mapping

**Bandung as Sea of Fire**

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonalld arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In this battle Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo-halo Bandung".

#### **D. Metode Pembelajaran**

1. Pendekatan : Scientific Approach
2. Model : Discovery Learning
3. Metode : Mind Mapping

#### **E. Media dan sumber Pembelajaran**

1. Media : Handout
2. Alat : Spidol and whiteboard
3. Sumber belajar : Buku siswa " When English Rings a Bell Kelas 8 ", Internet

#### **F. Langkah – langkah Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>		<b>Alokasi Waktu</b>
	<b>Siswa</b>	<b>Guru</b>	
Pendahuluan	1.Membahas salam 2.Berdoa 3.Menunjukkan kehadiran	Mengucapkan salam dan meminta salah satu siswa memimpin doa.	10 menit

	4. Memperhatikan tujuan pembelajaran	Memberikan motivasi dan apersepsi. Memeriksa kehadiran siswa Menginformasikan tujuan pembelajaran	
Kegiatan Inti	<p><b>5. Observing</b></p> <ul style="list-style-type: none"> <li>· Mengamati teks bacaan</li> <li>· Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks</li> </ul> <p><b>2. Questioning</b></p> <ul style="list-style-type: none"> <li>· Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan bacaan</li> </ul> <p><b>3. Collecting Data</b></p> <ul style="list-style-type: none"> <li>· Mengumpulkan berbagai informasi yang ada didalam bacaan yang telah mereka dapatkan</li> <li>· Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>· Menunjukkan teks bacaan yang berkaitan dengan recount teks</li> <li>· Memancing siswa untuk bertanya</li> <li>· Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya untuk melengkapi informasi</li> </ul> <p>Guru meminta siswa untuk mengingat kembali struktur teks recount</p> <p>Guru meminta siswa menulis struktur teks recount yang telah di sebutkan</p> <p>Guru memberi penjelasan kembali membuat teks recount</p>	70 Menit



	<ul style="list-style-type: none"> <li>· Mencari informasi fungsi sosial teks</li> </ul> <p><b>4. Associating</b></p> <ul style="list-style-type: none"> <li>· Menuliskan kalimat-kalimat yang berkaitan dengan recount teks</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>· Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</li> </ul>	menggunakan mind mapping	
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan siswa membuat rangkuman/simpulan</li> <li>2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>3. Guru member umpan balik terhadap proses dan hasil pembelajaran</li> <li>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram</li> <li>5. Memberikan tugas, baik tugas</li> </ol>		10 menit

	individual maupun kelompok sesuai dengan hasil belajar peserta didik  6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya		
--	--	--	--

### G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa : .....

NIS : .....

Kelas : .....

#### 5. Aspek Penilaian Sikap

No	Aspek penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

6. Keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis

		Aspek Penilaian			
Nama	Konten	Organization	Grammar	Vocabulary	Mechanics

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Konten	Sesuai topik	30
Organization	Idenya jelas	20
Vocabulary	Pilihan kata yang digunakan	20
Grammar	Tata bahasa yang dipakai efektif	25
Mekanik	Penggunaan tanda baca dan huruf kapital	5

Sragen,16 November 2019

Mengetahui :

Guru Pamong

Peneliti

Ani Sugiarti, S.Pd

Rista Cahya K

Nip : 196304121994122002

Nim : 143221273

## Results transcript of Interview

- Resercher : Assalamualaikum buk.
- Bu Ani : Waalaikumsalam mbak, ada apa ?
- Researcher : Saya Rista buk, dari IAIN Surakarta ingin melakukan penelitian skripsi di SMP ini nanti buk.
- Bu Ani : Oh penelitian. La langsung melakukan penelitian atau gimana mbak?
- Researcher : Tidak buk, hari ini saya ingin interview dengan bu Ani.
- Bu Ani : Yauda sini aja mbak interviwenya. Mau meneliti kelas berapa mbak?
- Researcher : Saya mau meneliti kelas VIII buk.
- Bu Ani : Berapa kelas ?
- Researcher : Satu kelas saja buk.
- Bu Ani : Lha mau penelitian kapan?
- Researcher : Iya ibu bisanya di repotin kapan bu?
- Bu Ani : Iya nanti tak kabarin ya mbak, soalnya ini mau ngabisin materi dulu.
- Researcher : Injih buk. Dari kelas VIII yang paling rendah nilai bahasa inggrisnya terutama writing itu kelas apa buk?
- Bu Ani : Hampir sama mbak, setiap kelas itu ada yang tinggi nilai dan rendah nilai dalam mata pelajaran bahasa inggris. Hanya saja kelas VIII C yang lumayan sedang mba di banding kelas lain, nanti mba nya neliti kelas VIII C aja.

- Researcher : Oh iya bu, la disini KKM nya berapa buk? Dan disini menggunakan kurikulum apa?
- Bu Ani : 7,5 untuk KKM mba dan menggunakan K-13 mba.
- Researcher : Selama mengajar bahasa inggris sejauh ini, apa sih bu kesulitan siswa dalam writing?
- Bu Ani : Iya biasa mba, mereka biasa kesusahan di vocab, grammar nya juga, tapi sejauh ini mereka mengikuti mata pelajaran bahasa inggris dengan baik-baik saja sih mba.
- Researcher : Buk saya boleh minta sillabus kelas VIII?
- Bu Ani : Bentar mba saya ambil flashisk saya dulu, mba tunggu di sini saja.
- Researcher : Nggih buk.
- Bu Ani : Ini mba silakan d copy makai komputer TU saja.
- Researcher : Iya buk
- Bu Ani : Sudah mba?
- Researcher : Sudah bu, terimakasih banyak bu, saya pamit pulang dulu kalau begitu.
- Bu Ani : Iya mba, sama-sama.

## Interview with students

- Researcher : Dek, boleh minta waktunya sebentar?
- All : Iya miss kenapa?
- Researcher : Saya mau wawancara kalian boleh?
- AS : Boleh miss, wawancara tentang apa?
- Researcher : Apakah ketika guru menjelaskan materi ke kalian itu penjelasan yang di berikan itu jelas?
- MSP : Nggak terlalu jelas sih miss, soalnya anak laki-lakinya sering ramai miss, apalagi Mrs.Ani suaranya kecil.
- YN : Tidak begitu jelas miss kalau semuanya full english.
- MA : Nggak terlalu enak sih miss, enak Mrs.Ifah.
- BA : Betul enak Mrs.Ifah miss.
- Researcher : Emang Mrs.Ifah ngajar kelas berapa? Enaknya gimana ?
- All : Kelas VII miss.
- Researcher : Biasanya Mrs.Ani ambil materi writing darimana dek?
- MA : Dari buku LKS kalau ga ya buku paket ini miss.
- Researcher : Ketika ada tes writing, apa kesulitan yang kalian hadapi saat tes? Apakah susah nentuin judul atau mungkin bingung mau nulis apa?
- All : Susah semua miss.
- AS : Kadang ya miss, uda bisa bikin judul eh tapi bingung mau nulis apa dulu.
- MSP : Bener miss, kadang juga kesusahan mau nulis english tapi kudu buka kamus karna ga hapal vocabnya miss.

Resesarcher : Oh, jadi kalian kesulitannya itu. Tapi kalian dalam kegiatan belajar mengajar aktif ga di kelas?

YN : Engga miss. Tapi ada juga yang langsung nanya misal tidak tahu, ada juga yang diem saja.

Researcher : Kalau tugasnya di kerjain sambil kek menggambar di kasih warna-warna gitu suka ga?

All : Suka miss.

Researcher : Kenapa?

MA : Tugasnya jadi nyenengin miss ga bikin spaneng.

YN : Iyaa bener miss, kan kita bisa lebih mengeksplorasi kemampuan kita.

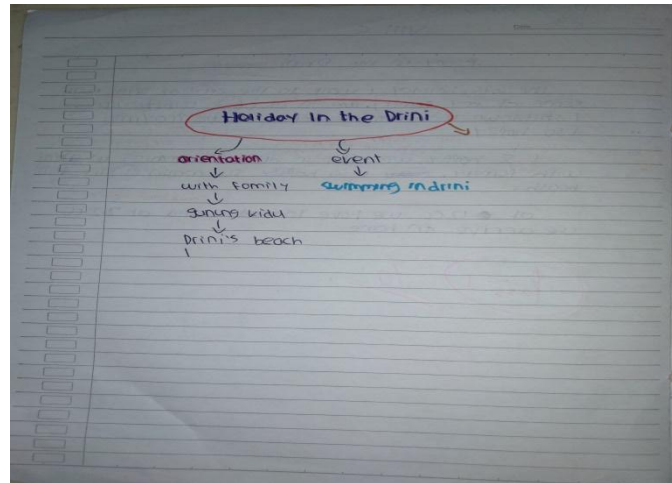
All : iya miss betul.

Researcher : Oh jadi seperti itu permasalahannya. Baiklah terimakasih ya semua atas waktunya dalam wawancara ini. Semoga besok dengan memakai metode baru besok kalian akan lebih mudah ya mengerjakan tugas menulis.

All : Aamiin. Sama-sama miss.



Result of Pre-Test



Nama: Reva Rusvita-S  
 No : 23 VIII C

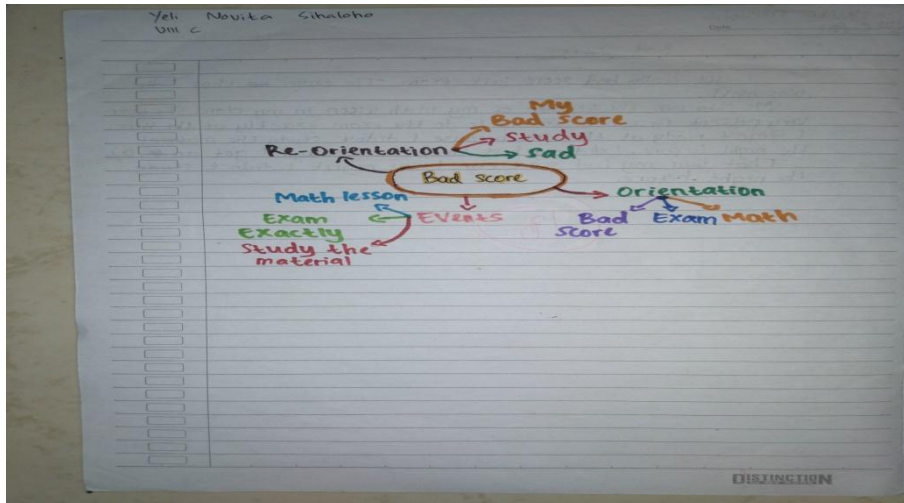
Holiday in the Drini beach  
 Last week beach  
 the (lots) holiday, I want to the city of Drini with some of my family. we go at 06.30 with bus. I shutdown with mother, before we praying. I so happy. we are on we go to the beach together. we are praying Drini. we after in Drini swimming in Drini beach. I so happy swimming in Drini beach. to come back home

at 12.00 we have ready, and at 22.00 we arrive in home. I am gary from

Pass 1

38

C = 13  
 O = 7  
 V = 7  
 G = 8  
 M = 3



Yes Novita Sihalohe  
VIII C / 21

Bad score

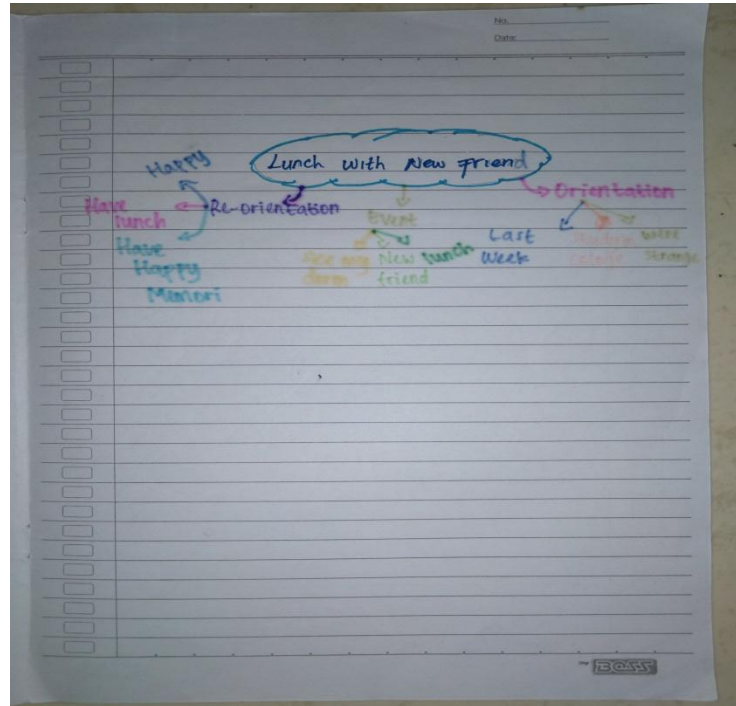
I got really bad score last exam. The exam to that I did was math.

Ms. Neta was the teacher of my math lesson in my class. She was very patient person. She told us to do the exam exactly at the time. I wasn't ready at the time because I didn't study the material the night before. I did my best then, even though I got an  $\frac{0}{10}$  point. That was my bad score ever. I was regret I didn't study the night before.

67

C = 22  
O = 14  
V = 10  
G = 17  
M = 4

67



Nama: Alia dnas R  
 NO: 03  
 kelas: VIII C

Lunch with ~~my~~ New friends

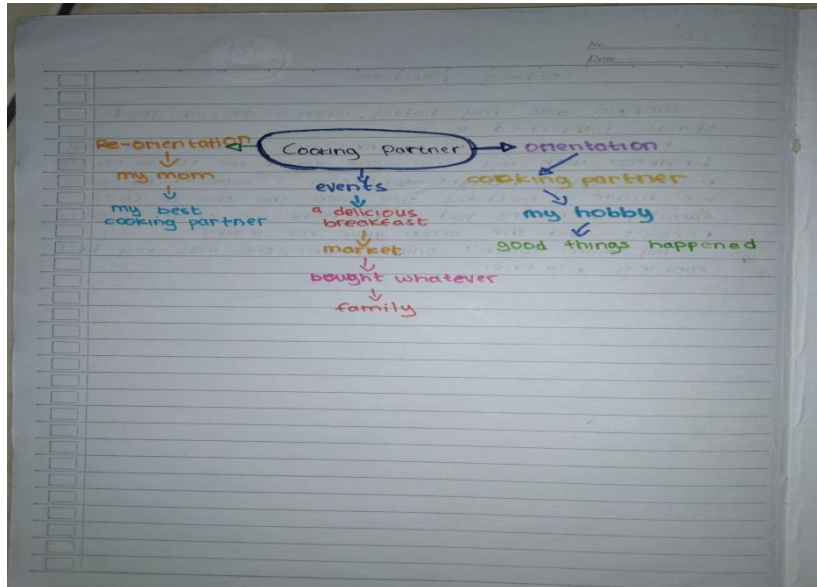
I went to jember last week to continue my study in college. all of jember were strange for me.

I went to jember to see my dorm. I got new friends, they were ~~my~~ Wulan and Tara. it was luck time when I arrived at the dormitory. They asked me if wanted something to eat for our lunch. Then we were searching around what kind of small restaurant that sold home ~~sh~~ cooking food. we ate there for our lunch.

it was very happy to have lunch with my new friends. it was our first happy memory

C = 25  
 O = 15  
 V = 12  
 G = 15  
 M = 4

69



Nama: SISCA A.W  
 NO : 28  
 KLS : 8C

Cooking partner

Cooking was my hobby. when I cooked, good things happened to me.

I woke up in the morning and made a delicious breakfast with my mom. she asked me to go to the market and bought whatever <sup>that</sup> I wanted to cook.

we made a birthday cake when the one of the family members had a birthday we shared every receipt and she often gave me a advice.

my mom wasn't only a mom, she was my best cooking partner.

*She is her mom.*

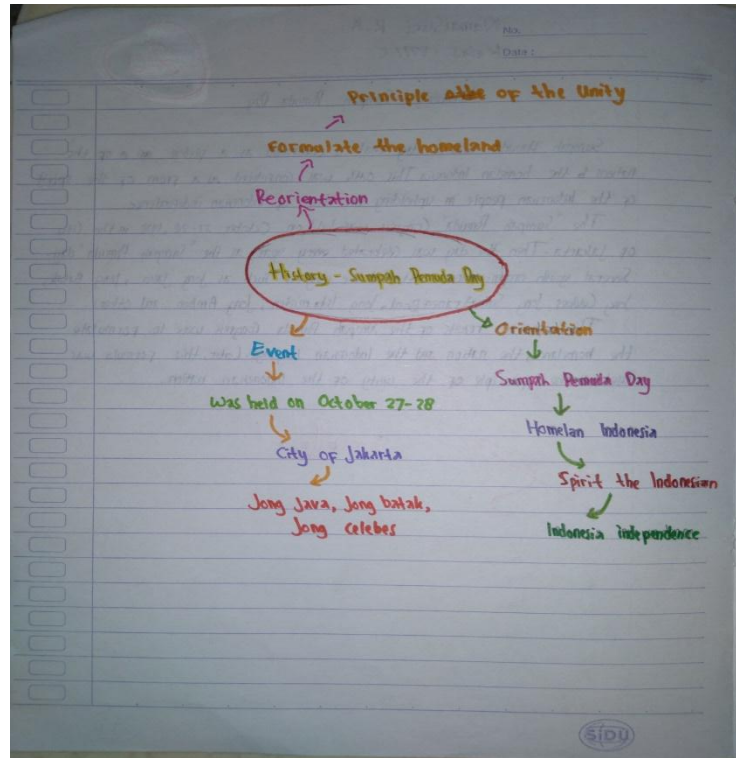
C = 17  
 O = 16  
 V = 14  
 S = 11  
 M = 3

55

Paper Star



The result of Post test 1



Nama: Suci R.A  
 Kelas: VIII C

History - Sumpah Pemuda Day

Sumpah Pemuda was a day that is celebrated as a pledge as a of the nation to the homeland Indonesia. This oath was considered as a form of the spirit of the Indonesian people in upholding the ideals of Indonesian independence.

The "Sumpah Pemuda" Congress was held on October 27-28, 1928 in the City of Jakarta. Then, the day was celebrated every year as the "Sumpah Pemuda" day. Several youth organizations attended the congress such as Jong Java, Jong Batak, Jong Celebes, Jong Sumatranen Bond, Jong Islamiden, Jong Ambon, and others.

The expected results of the Sumpah Pemuda Congress were to formulate the homeland, the nation and the Indonesian language. Later, this formula was used as the principle of the unity of the Indonesian nation.

*Excellent!*

C = 22  
 O = 14  
 V = 14  
 G = 11  
 M = 3

621



Name : Reva Ruslita.S  
 NO : 23

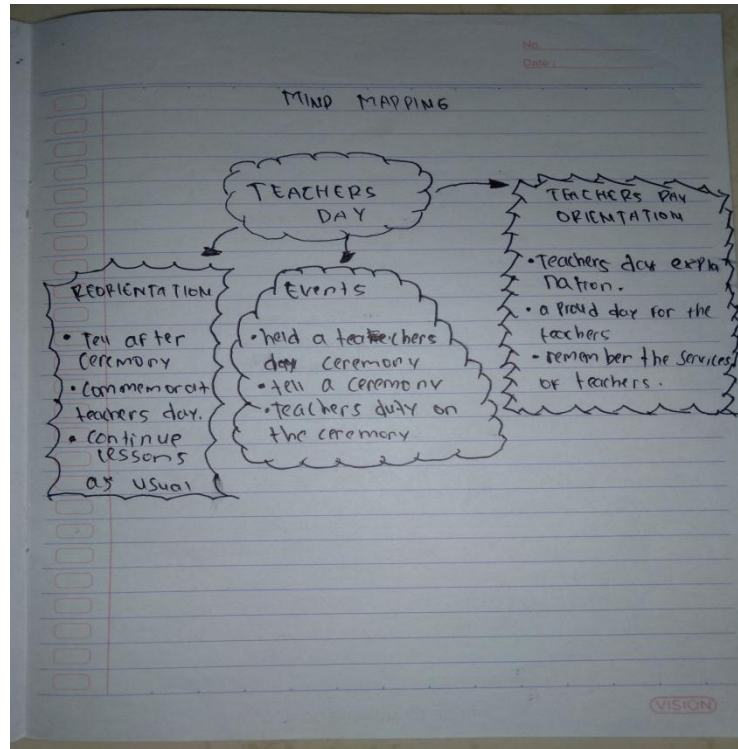
VIII C  
 Mother's Day

on the weekend I spoiled my mum for mother's day. First my brother and I wake up early and cooked ~~mum~~ a delicious breakfast of bacon and eggs which she ate in her warm comfy bed.

Then I went to the shops in Ingleburn and bought a gorgeous bunch of purple tulips to give to my mum. Mum loved the tulips and put them in a vase with water on the dining room table. Finally we had a special roast dinner for the whole family.

My brother my dad and I did all the cooking and cleaning so that mum could relax. I enjoyed showing my mum how much I love her on mother's day and enjoyed that she had a great day.

C 25  
 O 18  
 V 18  
 6 20  
 H. 4  
 85



Name: Agung Ardiya A  
 NIM: 0110010  
 Class: VIII C

\* Teachers Day \*

Teacher's day is a proud day for teacher. Where on that day is a day to appreciate or remember the services of teachers who have taught students.

On teachers day, my school held a teachers day ceremony. At the ceremony, the duty was not the students, but the ones on duty were the teachers. Teachers on duty will be given their respective assignments. The teachers are very compact in doing their work.

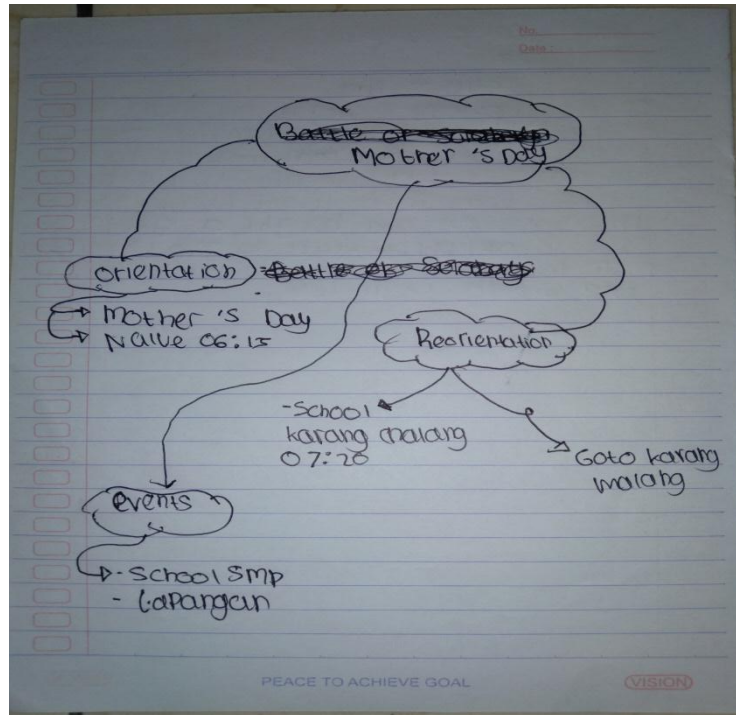
After ceremony, students line up and shake hands with the teachers. The students also expressed happy teachers day to the teachers. After shaking hands, we turned on the music to commemorate Teacher's Day. After that, we also continue lessons as usual.

HAPPY TEACHER'S DAY!!!

C = 27  
 U = 18  
 V = 18  
 G = 23  
 M = 5

91

PEACE TO ACHIEVE GOAL



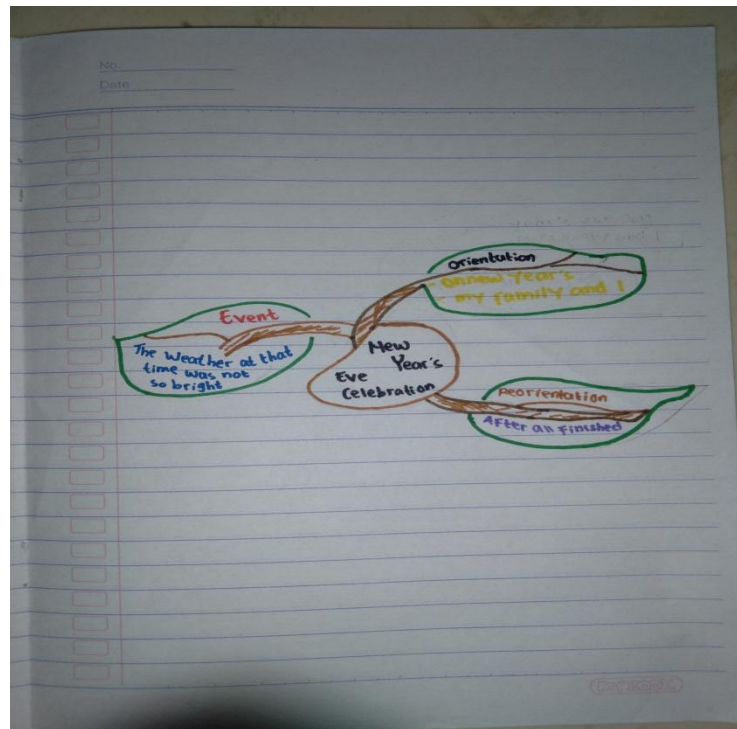
Nama : Setyo Pambudi  
 No : 27

Mother's Day

on the weekend I spotted my mum for mother's day. First my brother and cook mum a delicious breakfast of bacon and eggs which she ate in her warm comfy bed. Then I went to the shops in Ingleburn and bought a gorgeous bunch of purple tulips to give to my mum. Mum loves the tulips and put them on the dining room table.

C	18
O	10
V	10
E	15
M	3
	56





Nama : Yulia Ayu Pramesti  
NO : 032  
Kelas : VIII C

No. \_\_\_\_\_  
Date \_\_\_\_\_

New Year's Eve  
Celebration

C 28  
O 18  
J 18  
G 23  
H 4  
91

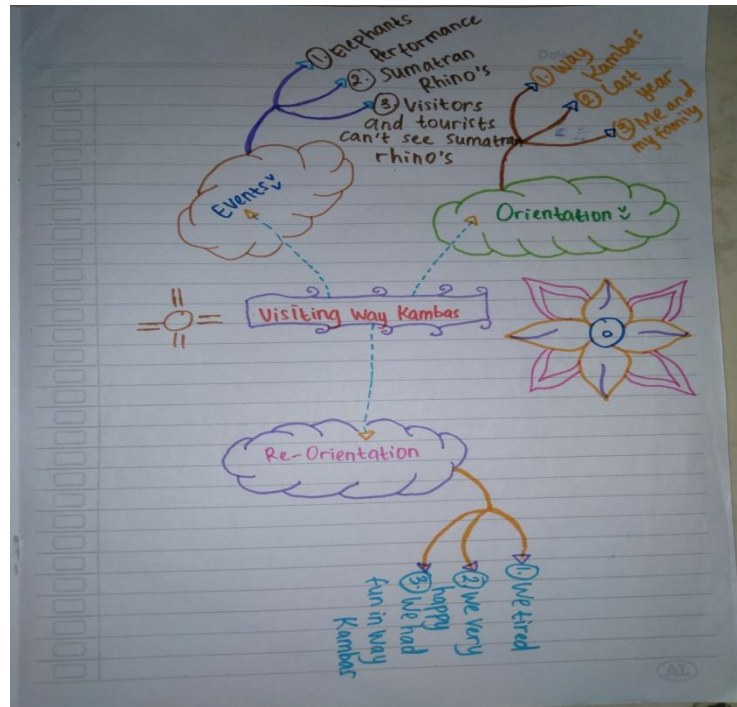
On new year's eve 2019, my family <sup>and</sup> I celebrated <sup>were</sup> it by watching the firework in the town.

The weather at that time was not so bright. But it did not dampen my spirit to see the moment the only happened once a year, my family and I left home at 10.30 pm. The distance from our house to the town was not far. On the way, we met with our neighbors who also wanted to spend the time to watch the fire work.

About fifteen minutes, we arrived at the town. The atmosphere was bustling with sellers. The food's ~~sb~~ sellers and trumpet's sellers were all busy <sup>to serve</sup> serving customers. We did not forget to see the concert that night. Finally, the moment that we waited was arrived. People all together counted down ten to one. Then ~~all together~~ counted down various kind of the fireworks exploded in the air beautifully. I was recording the fireworks with my hand phone.

After all finished, we went home with unforgettable <sup>after we were finished</sup> memories. <sup>memories</sup> I hope to watch the fireworks again next year.

The Result of Post test 2



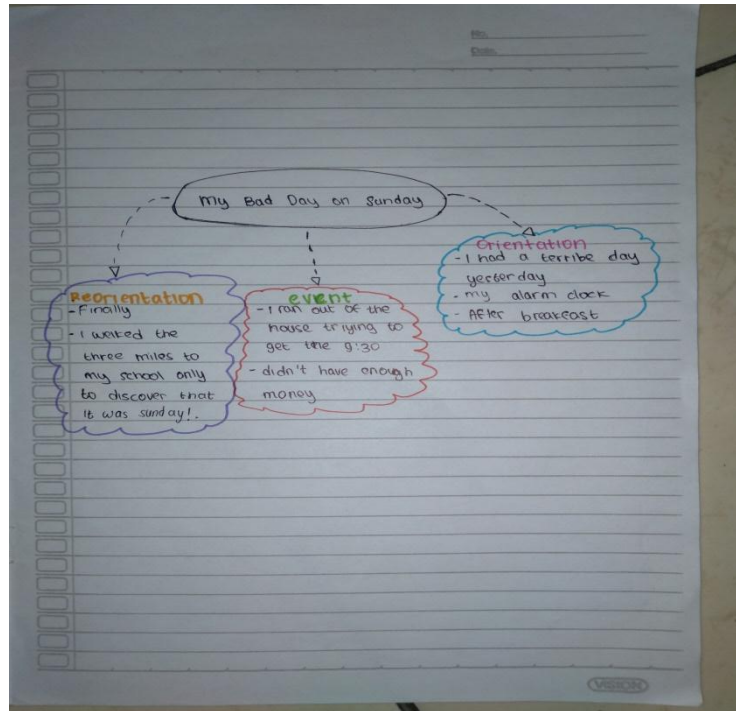
Nama: Yeri Navita Sihatoho  
 Kelas: VIII C  
 No: 31

Visiting Way Kambas  
 (Mengunjungi Way Kambas)

Last year, me and my family went to Way Kambas National Park by car. Me and family visiting Way Kambas to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we go to there, we saw some elephant performance such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinos because visitors must have a special permit in advance to see them. Visitors or ordinary tourists can't see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed. When we returned home we were tired but we were happy because we had so much fun in Way Kambas.

C 28  
 O 18  
 V 18  
 G 22  
 M 4  
 ---  
 90



Nama: SISCO A W  
 NID : 28  
 KIS : 100

No. \_\_\_\_\_  
 Date \_\_\_\_\_

### My Bad Day on Sunday

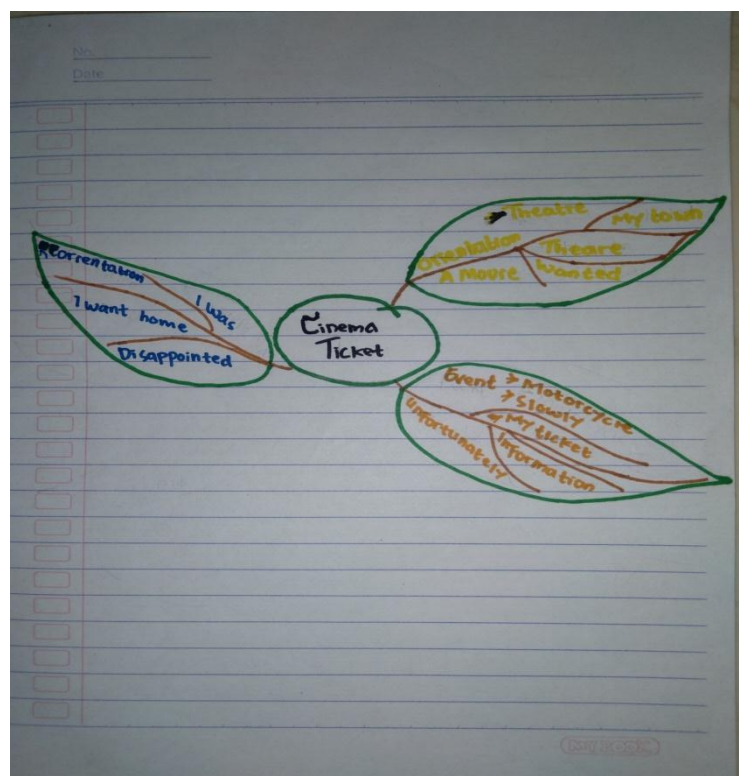
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. The I was in such a hurry ~~to~~ that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I <sup>and</sup> ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I <sup>walked</sup> walked the three miles to my school only to discover that it was Sunday. I hope I never have a day as the one I had yesterday.

C	28
O	17
✓	18
z	18
M	4
	<hr/> 85

VISION





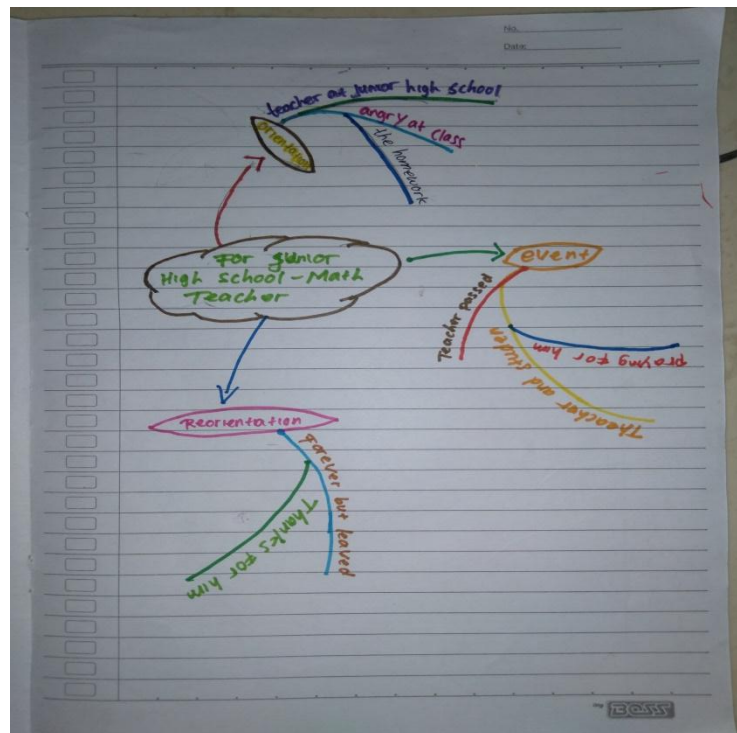
Nama : Yulia Ayu Pramesti  
No : 032  
Kelas : VIII C

Cinema ticket

**Orientation**  
Last week I went to the theatre. It was the only theatre at my town.  
I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

**Event**  
I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.  
Unfortunately, I missed it. The ticket was already expired 2 days before.

**Reorientation**  
I went home and I was very disappointed about that.



Nama: ~~at~~ alia dhas R  
 No. : 03  
 Kelas : VIII C

No. \_\_\_\_\_  
 Date \_\_\_\_\_

for junior high school - math Teacher

I had a very kind teacher at junior high school. He was math teacher. He was never angry at class the students were lazy doing the homework. He always taught slowly so that we could have good understanding.

one day when I was at third grade, we all got bad news. our best teacher passed away because of cancer in his head. We were so sad. there was no class that day. All teachers and student went to mourn and gave our last honour to him at the funeral event. we all were crying. we all were praying for him.

He left us forever but leave a good knowledge for us to learn math in a good way. Thanks for him, for his kindness and wisdom as our teacher and also our father.

C	28
O	18
V	18
B	22
M	4
	90

VISION

No. \_\_\_\_\_  
 Date \_\_\_\_\_

Make Fish Pond

Orientasi :  
 I did a small project building a small fishpond at home

Events : it was a small beautiful fishpond, so that I had to make the design as well as I can

Re orientasi :  
 it was a nice thing to spend the holiday at home

We learn as long as we live

VISION

Rizky A.R

No. 25

VIII C

Date:

Make Fish Pond

At last year Holiday I didn't go anywhere. Just stay at home for the whole month. it was not too bad to spend the Holiday at home because I had something to do. I did a small project building a small fishpond at home.

what I need is river sand, cement and some tools. Choose the middle space of my yard. After that I made the design, did it alone day and night. I was so happy to do that. after two weeks I finished. it was a small beautiful fishpond. So that I had to make the design as well as I can.

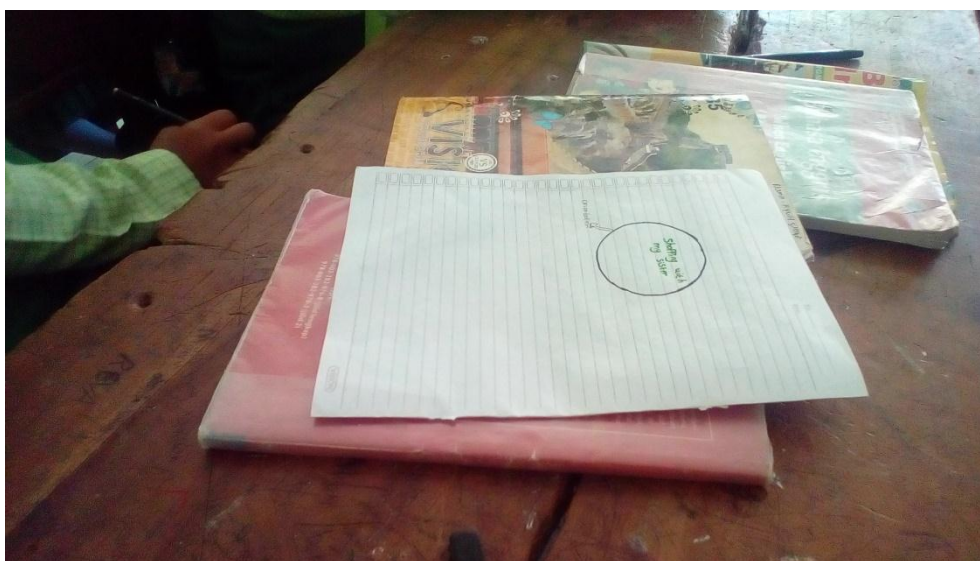
It was a nice thing to spend the holiday at home.

C	20
O	15
V	15
E	22
M	3
	<hr/>
	75

We learn as long as we live

VISION

Photos









**PEMERINTAH KABUPATEN SRAGEN**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 2 KARANGMALANG**  
**TERAKREDITASI A**



Jalan Gambiran – Guworejo, Karangmalang – 57291  
Telp : 08112632435 ; Email : smpduakarangmalang@yahoo.co.id

**SURAT KETERANGAN**

No : 421.3 / 003 . 355 / 2020

Yang bertanda tangan di bawah :

Nama : **Wiyono, S.Pd, M.Pd**  
NIP : 19630119 198603 1 006  
Jabatan : Plt.Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Karangmalang  
Kab.Sragen Prop. Jawa Tengah

Memberi ijin kepada :

Nama : Rista Cahya Kusuma  
NIM : 143221273  
Progdi : Pendidikan Bahasa Inggris  
Judul Skripsi : IMPROVING STUDENTS' WRITING SKILL BY  
USING MIND MAPPING (A CLASSROOM  
ACTION RESEARCH AT THE EIGHTH GRADE  
OF SMPN 2 KARANGMALANG IN ACADEMIC  
YEAR 2019/2020

Fakultas : Institut Agama Islam Negeri Surakarta  
Fakultas Adab dan Bahasa

Telah benar-benar melaksanakan penelitian di SMP Negeri 2 Karangmalang Tahun Pelajaran 2019/2020.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Karangmalang, 06 Januari 2020

Kepala Sekolah



**Wiyono, S.Pd, M.Pd**

NIP. 19630119 198603 006