



**THE EFFECTIVENESS OF MIND MAPPING - ALPHABOXES  
COMBINATION IN TEACHING WRITING RECOUNT TEXT  
(A Quasi-Experimental Research of the Eighth Grade Students of SMP  
Negeri 24 Semarang in the Academic Year of 2018/2019)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

by

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FACULTY OF LANGUAGES AND ARTS  
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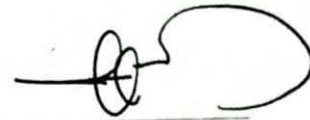
## APPROVAL

This final project entitled *The Effectiveness of Mind Mapping - Alphaboxes Combination in Teaching Writing Recount Text (A Quasi-Experimental Research of the Eighth Grade Students of SMP Negeri 24 Semarang in the Academic Year of 2018/2019)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Language and Arts on June 2019.

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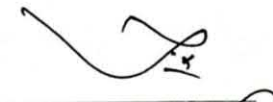
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## **DECLARATION OF ORIGINALITY**

I Purwani Kristi Utami hereby declare that this final project entitled *The Effectiveness of Mind Mapping – Alphaboxes Combination Technique in Teaching Writing Recount Text (A Quasi-Experimental Study of the Eight Grade of SMPN 24 Semarang in the Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and in the list of references.

Semarang, June 2019



Purwani Kristi Utami

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## **MOTTO AND DEDICATION**

A dream does not become reality through magic; it takes sweat, determination and  
hard work.

(Colin Powell)

To my greatest Lord,  
To my beloved parents,  
To my lecturers and my teachers,  
To all my friends

## **ACKNOWLEDGEMENT**

All praise to God for His never-ending blessings so that I can complete this challenging final project as a fulfillment in achieving the Undergraduate Degree of English Education. I realize that this final project could not be achieved without the help and assistance from others. Therefore, in this occasion, I would like to express my gratitude to them.

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Semarang, June 2019

A handwritten signature in black ink, appearing to read 'Utami', with a decorative flourish underneath.

Purwani Kristi Utami

## ABSTRACT

**Utami, Purwani Kristi.** 2019. *The Effectiveness of Mind Mapping - Alphaboxes Combination Technique in Teaching Writing Recount Text (A Quasi-Experimental Study of the Eighth Grade of SMP N 24 Semarang in the Academic Year 2018/2019)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Rohani, S.Pd., M. A.

**Keywords:** Mind Mapping - Alphaboxes, Recount Text, Quasi-Experimental Study.

This study was carried out to find whether mind mapping – Alphaboxes is effective to be used in teaching writing recount text and to investigate the significant difference of writing achievement between the group that is taught using mind mapping – Alphaboxes technique and another group that is taught using conventional technique. The participants of this study were eighth grade students of SMP Negeri 24 Semarang in the academic year of 2018/2019. The study was started by giving pre-test, treatments, and post-test to both groups. The result of the *t*-test showed that there was a significant difference between the experimental group and the control group. It was proven by *t*-value (2.494) which was higher than *t*-table (2.00). It can be concluded that mind mapping – Alphaboxes is effective for teaching writing recount text. It is suggested that the teacher should consider that mind mapping – Alphaboxes is a good technique in teaching writing since it is a platform for the students to write and build their writing habits as well.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, reason for choosing the topic, research questions, purposes of the study, significance of the study, research hypotheses, limitation of the study and outline of the research report.

#### **1.1 Background of the Study**

Writing is one of the basic skills in learning English that is the highest level of skills after mastering listening, speaking, reading and other components. As Harmer (2004:31) states, “Writing shares the same billing as other skills; where students primarily write to increase their grammar and language vocabulary learning”. Students should pay attention to the correct grammar, vocabulary, punctuation, sentence coherence and unity of paragraphs in writing. This fact makes almost the students consider that writing becomes the most difficult skill so that they have lack of confidence to start writing. Good writing is also produced through some steps that may include planning, drafting, editing, and final draft (Harmer 2004:5). These components and steps should be necessarily considered to achieve a good result.

Based on the syllabus of the 2013 Curriculum, there are five kinds of functional texts which should be mastered by junior high school students in learning English writing – descriptive, recount, narratives, procedures and information report. These texts are taught in different grade which descriptive text is given in the seventh and the eighth grades, while procedure text is taught in the seventh and the ninth grades. Meanwhile, recount and narrative texts are given to the eighth-

grade students and report text is taught to the ninth graders. Moreover, each text has its own purpose, generic structure, and language features that make they are different one another.

Hyland (2003:3) states that learning to write in a foreign or second language involves linguistic knowledge and the choice of vocabulary, syntactic patterns and cohesive devices that form the key building blocks of texts. This complexity of learning writing causes students usually discover some difficulties and problems. Based on my experience in teaching practice at SMP N 24 Semarang, there were several matters related to writing. First, the students were confused at what they should write and how to begin writing a text. They required a long time to think the idea or topic as the content for their text. It might be caused by lack of vocabulary mastery. They also faced the difficulties in how to write in correct grammar. They often made simple mistakes such as choosing incorrect verb or tenses in a sentence. Another problem was some errors in the mechanics. They sometimes wrote incorrect punctuation, conjunction, spelling, and capitalization. These problems caused the students' reluctance in producing good writing.

Moreover, in teaching writing the teachers usually use classical teaching and learning process. For instance, some teachers used the three-phase technique which is just delivering the materials from the beginning of the lesson, asking the students to do some exercises and giving feedback.

In addition, the students were drilled only from doing the assignments on the copied handout or students worksheets. Besides, some teachers did not use interesting media, technique, or strategy that could attract students' attention. These things may lead the students into the monotonous activity that later on can limit their potential in learning English especially in developing their writing skills.

Based on the problems above, it is assumed that English teachers have to do particular effort for teaching writing in junior high school. Hyland (2003:3) also states that the development of writing is examined to imitate and manipulate the teacher's models. Therefore, teachers' strategies and media in teaching writing become substantial things to encourage and develop students' motivation in creating good writing. The teachers have to be more selective in choosing the most appropriate and effective strategies for teaching writing. As a solution of these problems, the researcher is interested in applying mind mapping - Alphaboxes combination strategies.

Mind mapping is a kind of visual learning that helps students more effectively think and learn. It is a visual form of note taking that gives an overview of a subject and its complex information, enabling students to understand, create new ideas and connections (Rajapriya & Kumar, 2017, 976). Mind maps definitely support the writing process and prepare students for a plot or theme of a story with a natural way of thinking and thinking.

As created by Hoyt (1998), Alphaboxes is a strategy that encourages students to associate with text. Alphaboxes also supports students in promoting prior knowledge, developing vocabulary and increasing understanding.

## **1.2 Reason for Choosing the Topic**

In this study, I chose the topic “The Effectiveness of Mind mapping - Alphaboxes Combination in Teaching Writing Recount Text”, for the following reasons:

First, writing is one of the four basic abilities in learning English which should be mastered by junior high school students. However, some teachers still discover problems in teaching writing. They have problems in determining the most effective technique for teaching writing. Teachers also feel hard to encourage the students to increase their interest and skill in writing text.

Second, in learning writing the students have to master five genres of text and one of them is recount text. It should be mastered by the eighth graders of junior high school as stated in the syllabus of 2013 Curriculum. However, most students have problems in writing text recount. Some students are not able to express their ideas because their vocabulary is limited. They also frequently make errors in the grammatical use, punctuation, conjunction, capitalization, and spelling so that they cannot produce a good writing.

Third, mind mapping – Alphaboxes combination technique can become a useful technique for teaching writing. Students make their main topic in the middle of the paper through mind map and then add keywords, pictures and phrases to help them understand their topics. The main topic itself is arranged from any words that

have been written in Alphaboxes after they accept certain material from teacher. Students use those words as the key to engage first main topic then spread the main topic into sub topics. Mind mapping - Alphaboxes offers students the simple procedure to write text since it starts from several keywords in Alphaboxes which move into mind map and become topic of a recount text.

### **1.3 Research Questions**

The research questions in this study are as follows:

- (1) How can the mind mapping - Alphaboxes combination be applied in teaching writing recount text to the eighth grade of junior high school students?
- (2) Is there any significant difference of the students' achievement between those who are taught by using mind mapping - Alphaboxes combination technique and those who are taught with conventional technique?

### **1.4 Purposes of the Study**

The purposes of this study based on the research problems above are as follows:

- (1) To explain how the mind mapping - Alphaboxes combination can be applied in teaching writing recount text to the eighth grade of junior high school students.
- (2) To find if there is any significant achievement difference of the students taught by using mind mapping - Alphaboxes combination technique and those who are taught by using conventional technique.

## **1.5 Significance of the Study**

The significances of this study are as follows:

(1) Theoretical significance

Results of this study are expected to be used as reference for those who want to conduct research in English language teaching especially in teaching writing; and hopefully this research will bring an advantageous contribution for English language teaching and learning research.

(2) Pedagogical significance

Pedagogically, this research helps students develop their skills and creativity in writing text by using mind mapping - Alphaboxes combination technique. Besides, teachers can motivate themselves to use mind mapping - Alphaboxes combination technique not only for teaching students writing recount text but also for other subjects in English.

(3) Practical significance

This research will give teachers mainly those who teach eighth grader students, a feedback from using a mind mapping - Alphaboxes combination to teach writing recount text in the classroom.



## **1.6 Research Hypotheses**

There are two hypotheses for the first research question in this study. The first hypothesis is the null hypothesis ( $H_0$ ). The second hypothesis is the working hypothesis ( $H_a$ ).

$H_0$ : There is no significant difference of learning achievement in writing a recount text of students who are taught by using mind mapping - Alphaboxes combination technique and those are taught using conventional technique.

$H_a$ : There is a significant difference of learning achievement in writing a recount text of students who are taught by using mind mapping - Alphaboxes combination technique and those are taught using conventional technique.

## **1.7 Limitation of the Study**

In this research, I focused on the effectiveness of mind mapping - Alphaboxes combination in writing recount text. It means that I want to know whether a mind mapping - Alphaboxes combination can be used in teaching and learning writing recount text or not. This study focused on the students' writing skill. Besides, I chose the eighth grade students of SMP N 24 Semarang in the academic year of 2018/2019. Therefore, the result of this experimental study was not meant to be generalized. It may only be applied to the subjects and context of this present study.

## **1.8 Outline of the Research Report**

This final project consists of five chapters. They are explained as follows:

Chapter I present the study background, reasons for the selection of the participants, research questions, study purposes, hypotheses, study limitations, study significance and report outline.

The review of related literature is presented in Chapter II. It consists of an examination of previous studies, theoretical background and theoretical framework.

Chapter III discusses the methods of investigation which covers research design, subjects of the study, research variables and hypotheses, type of data, instrument for collecting data, data collection method, data analysis method and triangulation method.

Chapter IV deals with the results and discussion of research. It includes a general description, detailed results and discussion.

Chapter V covers conclusions and suggestions based on the research results.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter examines the previous studies, presents theoretical background and theoretical framework. The previous studies present reviews of the researches that had been conducted related to the present study. Theoretical background discusses a number of theories of writing, genre, recount text, mind mapping, and Alphaboxes. Moreover, theoretical framework describes the framework of the relevant theories to the topic.

#### **2.1 Previous Studies**

There are some researchers conducted similar studies about mind mapping and also Alphaboxes. In this part, I examine some previous studies associated with this field. First, there are some researches related to mind mapping technique in teaching and learning activities.

The study conducted by Bukhari (2016) was about mind mapping technique to enhance writing skills. The study reviews and examines the traditional methods used to teach Saudi intermediate learners writing and recognizes appropriate mind mapping techniques and an application procedure to develop writing skills. He stated that in the pre-writing phase, mind map techniques are good for exploring ideas and generating thoughts on the subject for writing. The researcher used two phases to do his research; survey phase and experiment stage and continued for 7 - 8 weeks. The research result

showed that students taught using mind maps increased cohesion and consistency, structure of the content paragraph and written length. The result showed that the hierarchical structure of techniques of mind mapping used in the pre-writing process enhanced writings of EFL learners.

The research by Martha and Gideon King (2014) investigated the use of mind mapping as a method to connect vocabulary and concepts in different contexts for ESL / EFL students. The research examined how mind mapping helps ESL / EFL students relate concepts in different contexts by using pictorial representations by hand and using software that allows students to create associations between words and images in order to better learn and memorize information in a second language. They also stated that teachers are able to use multiple intelligences in the classroom by using mind maps so that students can match and intensify. Matching activities help develop intelligences and intensify the less developed intelligences by using creative activities in which students create associations using colors and shapes. They concluded that mind mapping is a useful matching activity that supports the growth of spatial and personal intelligences, enabling them to explore their thoughts and express their visions, which are important to consider how the brains of students work to help them explore their concepts and relate their understandings to different contexts.

The research by Rajapriya and Kumar (2017) about the effectiveness of mind mapping in higher education had proven to be an effective tool for showing the prior knowledge of students, summarizing what has been studied, taking notes, supporting study, planning, framing understanding, integrating educational

experiences, improving affective learning conditions, teaching critical thinking, supporting cooperation and cooperation and managing unstructured content of knowledge. In their research, mind maps also promote active learning, promote motivation, increase trust and support a variety of learning techniques and skills. The researchers conclude that mind maps are an effective method of study when adapted to written material.

The next research was about mind the map: how thinking maps affect students' achievement by Long and Carlson (2011). The research examined how Thinking Maps could be applied by students to improve their critical thinking skills and understand the content provided. Long's findings showed that when students developed think maps, they were able to gain a better understanding than those students who used conventional note-taking strategies. The researchers used three step methods in conducting this study: 1) direct guidance of each thinking map, (2) the instructor and students create a thinking map together, and (3) the students create their own maps using a given subject. They concluded that by guiding students to use Thinking Maps correctly in their daily lessons, students will have a greater sense of control over how they manage classroom material and provide an organizational strategy that allows them to establish meaningful links to the content.

Another research was about the effectiveness of mind mapping-silent card shuffle combination in teaching writing narrative text which was conducted by Rahmawati (2016). This research applied quasi-experimental research aiming at finding the effectiveness of mind mapping - silent card shuffle combination to improve students' achievement in narrative writing skill. The data were derived

from test, interview, and documentation. The data were then measured and analyzed by the statistical and interpretation. There are some aspects that were used to consider the score: 1) Grammar which refers to appropriate tenses and conjunction, 2) Vocabulary which refers to diction and reference, 3) Mechanic which refers to the use of capitalization and punctuation, 4) Fluency which refers to the style and quality of expression, 5) Relevance which refers to the structure and content in relation to the task demand of the students. This research got result that the mind mapping - silent card shuffle combination technique gave a great significance to improve students' achievement in writing a narrative text could be seen from the improvement of grammar, vocabulary, mechanics, relevance, and fluency on the students' product of writing.

Furthermore, there are several studies related to the application of Alphaboxes as a strategy in teaching and learning activities.

The research conducted by Sekewael (2015) was about improving the mastery of vocabulary by using word walls and Alphaboxes to understand descriptive text. The purpose of this research was to measure how far the *Words Walls Strategy* and *Alphaboxes Strategy* can improve students' vocabulary mastery in understanding descriptive text. He stated that Alphaboxes is a strategy that encourages students to communicate with text. Furthermore, Alphaboxes helps students to activate their previous knowledge, create vocabulary and improve understanding. Kimberly (2014) adds that Alphaboxes is a great strategy for students to work with a partner or small group to convince them with information text. Morrison and Wlodarczyk (2009) conclude that the The Alphaboxes strategy

involves students switching from simply retrieving actual information to exceeding the information presented in the text. It is all higher-level cognitive processes that increase learning that create questions, create connections, provide explanations, recognize and discuss unfamiliar vocabulary words and present alternative views (Duke & Pearson, 2002). The description above related to those strategies which were applied that can guarantee that the students are going to master vocabularies in understanding the descriptive texts for several reasons: (1) To brainstorm strategy to elicit students' prior knowledge and active their learning; (2) To find out the interesting words which are well known by the students; (3) To make the students more active in discussing their important words to the whole class so all students will get the same perception of the those words themselves; (4) To make reading comprehension looks still alive; (5) To motivate students in comprehending their vocabularies (Morrison & Wlodarczyk, 2009). He recommended that teachers who teach vocabularies in reading texts should apply *Word Wall Strategy* and *Alphaboxes Strategy*. Those strategies can help students easily to get the content of texts. For students, they can use and have more exercises with those strategies in daily activities in order to improve their capability in understanding all genre of texts.

Another study was about 14 simple strategies for using & extending Alphaboxes by Kimberly (2014). The researcher stated that Alphaboxes is a strategy that encourages students to communicate with text. Moreover, Alphaboxes helps students to activate prior knowledge, develop vocabulary and improve understanding. Using the graphic organizer Alphaboxes helps students connect to

new information before, during and after reading. The application and expansion of the strategy in a variety of ways moves students to exceed the information presented in the text beyond the simple drawing of actual information. She also mentioned that Alphaboxes is an ideal strategy for students to work with a partner or small group in order to convince them with informational text. Even students of the first grade can use Alphaboxes as a follow-up activity with information storybooks in a small group. The researcher gave a sample activity following reading and discussion which students are able to pick words from their personal or class Alphaboxes chart to write about the text. It can take the form of shared writing, interactive writing, paired or independent writing based on the age of students. The writing may take many forms—an extension, a summary of the text, a letter to a character or author, etc.

From the reviews above, I find out that most of previous studies focus on the application of mind mapping and Alphaboxes to improve students' vocabulary and understand texts. Moreover, some studies encourage further research to develop both mind mapping and Alphaboxes techniques in teaching and learning process for other skills such as writing. Since the combination of the two techniques has not been working out before, I decide to develop both techniques in teaching writing process.

Furthermore, I use this combination technique to teach students in writing recount text in the eighth grade of junior high school. I feel sure that mind mapping – Alphaboxes combination is an appropriate method that can be applied for doing



the research. I want to find out whether a mind mapping - Alphaboxes combination is effective to teach writing recount text.

## **2.2 Review of Theoretical Background**

The review of theoretical background in this study includes the explanation of general concept of writing, concept of teaching writing, the characteristics of junior high school students, genre, recount text, cooperative learning, mind mapping, and Alphaboxes.

### **2.2.1 General Concept of Writing**

Writing and reading are specific, learned behaviors (Brown, 2001:334) that are only taught much like when someone is able to swim. Brown and Fitzgerald (2001) create analogies of the difficulties of writing to those of swimming, because even if you can learn to swim and write, this does not mean that you master your skills, even if someone is a language expert. According to Hedge (2005), ideas or information must be organized; ambiguity in meaning must be avoided by accuracy; the author must choose from complex grammatical devices for emphasis or focus; and finally, the choice of vocabulary, grammatical patterns and phrase structures should be observed in order to create an appropriate meaning and style for the subject and the reader. It can be concluded from the above statement that writing is a kind of long and complex language learning process.

Kellogg (2001) infers that writing is a cognitive process that tests the ability to express ideas effectively through memory, thinking and verbal command. That is why writing becomes a significant skill in language production (Fareed, 2016). Hyland (2003) believes that language development performance improves writing

skills. Therefore, it can be inferred that writing becomes main skill which measures comprehension and level of learning language. It needs cognitive process until affords performance in the form of text as the product of writing.

### ***2.2.2 General Concept of Teaching Writing***

Teaching writing mainly concerns developing learners' skills in producing fixed formats, and responding to writing means identifying and correcting problems in the student's control of the language system (Hyland, 2003). Many of these techniques are largely used today in writing classes at lower levels of language proficiency for building vocabulary, framing writing development, and enhancing the confidence of beginner writers.

However, teachers follow these actions to teach writing to the students as beginner writers:

1) **Demonstrating:**

Students require to be aware of writing habit and genre constraints in specific types of writing, so that teachers can focus on these features.

2) **Motivating and provoking:**

When the students are 'lost for words', the teachers are able to help them, stimulating the students into getting ideas, enthusiastic about the value of the task, and engaging them how fun it can be.

3) **Supporting:**

Students require a lot of support and reassurance once they get started, both with ideas and with the means to implement them. Teachers must be supportive when students write in the class, which is always available (except for writing examination of course) and ready to help students overcome problems.

4) Responding:

The teachers can react to the students' written work by responding. The teachers will always see their work and not judge it as a finished product.

5) Evaluating:

The teacher evaluates the writing by indicating where they wrote well, where they made mistakes, and teacher may reward grades. Then, when the teacher returns marked scripts, students are able look at the errors and try to correct them.

Harmer (2011:41-42)

When the teachers know their responsibility about what they should do in their writing class, it will lead students to reach their goal of writing well. However, the teachers cannot only depend on those tasks; so they must consider more of things beyond those. They have to know in what stages the students are, the ESL or EFL learners, and the purpose of the teaching and learning writing itself since writing is learned, not taught. The teacher's task is only to facilitate the exercise of writing skills and draw out the learners' potential.

Meanwhile, Harmer (2007:112) emphasizes his statement about reasons for teaching writing:

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thinking time than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing-that is thinking about the language- whether they are involved in study or activation.

The above quotation means that when students write they will have more time to think than what they need when they are involved in the conversation context. They can make a draft, explore the literature to help them finding the idea, and also revise their writing again and again. Therefore, there will be a process when they are thinking about the language and it will be very valuable for their language development.

For many years, writing was focused on the written result rather than the writing process (Harmer, 2011:11). It makes students count more on the definition of text construction and eliminates the step by step to understand how the text construction is developed. However, the way of seeing writing as a process has been approved and it makes people see deeper in the process itself. The process approach to teaching writing is not about permitting the students to write independently through a chain of stages, but it is about how the teacher can help learners inside the step by step process.

Writing makes the students think more and extend their ideas. During the process, the students can determine many aspects that they will do in their writing. In addition, writing in process approaches mainly has to do with linguistic skills

such as planning and drafting (Badger & White, 2000:154). They can decide what genre will be used, tenses will be applied, and sources which can help them urging their knowledge and material for their writing. Students should learn to plan, draft, revise, edit, present and also evaluate their writing. Therefore, it is clear that any good paragraph or essay goes through many stages before it is finished (Meyers, 2005:2).

In steps of writing, there are some different views about how the writers produce a piece of writing. Tribble (1996) in Badger and White (2000:154) states “a typical model of writing identifies four stages like pre-writing, composing/drafting, revising, and editing. “It is a cyclical process so the writers may return to a certain activity after doing another activity. Besides, according to Harmer (2004:4-5), there are four elements in writing process:

#### (1) Planning

The writers have to decide what to write. Sometimes, these three main activities are considered. First, the writers must know about the purpose of their writing; the type of text, language and information they choose. Secondly, the writers must think of the audience/readers. The last, the writer need to consider content structure (sequencing the facts and ideas they have decided to include).

#### (2) Drafting

This stage is where the writers write the first version of their writing. However, before writing the final version, a number of drafts may be produced.

### (3) Editing

The writers usually read what they wrote to see the parts after drafting that must be changed or revised. The order of the information may be unclear and the writing is confusing. So, the writers will need other people (readers/editor) to help them in reflecting and revising by giving comments and suggestions. This thing will be very helpful to make appropriate revisions.

### (4) Final version

This is the last stage after editing the draft. The writer may make the changes but here they produce the final version. After that, writers are ready to publish their writing or written text to their readers.

In the theory, Harmer (2007:112) also states that there are two kinds of distinction of writing:

#### 1) Writing-for-writing:

It is referred to develop the students' skill as writers. In other words, the main purpose of this activity is to improve the writing of students, whatever type of writing is done. It does not merely need the language but also the construction, layout, style and effectiveness.

#### 2) Writing-for-learning:

In this activity, the language is the major focus of attention. Writing encourages students to focus on accurate language use and may well lead to the development of languages as they solve problems that write puts in their minds. They write to help them learn language better.

From the explanation above it is clear that the way students write and how teachers advise and help processes depends on the type of writing in which they are involved. The students also will realize the importance of writing skills and the recognition that what they bring to the writing classroom helps to develop writing skills (Badger & White, 2000:157). However, the teachers have to consider the students' level in their ability of writing. Then, they need to guide their students to engage with the level of learning, understanding, and creating a writing text that has well construction which is not merely considering the language. Therefore, teacher can develop the skill well. Thus, teachers must provide an effective technique so the students can get the benefits of expanding their writing from their English class.

### **2.2.3 Genre**

A genre can be implied as a specific type of text that generates something by using written or spoken language (Gerot & Wignell, 1994:17). There are some examples of text-type or genre, such as: descriptive, narrative, recount text, procedure, and etc.

In addition, genres are resources for getting things done. It can be explained that if a set of texts share the same purpose, they often share the same structure and therefore they belong to the same genre (Hyland, 2009:19). Therefore, genre becomes one of knowledge relate to the text, meaning, and the construction. Through genre, learners can differentiate the structure, purpose, and language features in every text they are studying or classify it into the same group.

Lock and Lockhart (1998) in Hyland (2004:33) points out the structures of some genres in their typical sequences, as shown in Table 2.1.

Table 2.1 Some Genre Structures

<b>Genre</b>	<b>Stages</b>	<b>Purpose</b>
Recount	Orientation^ Record of events^ (Reorientation)	Provides information about a situation Presents events in temporal sequence Bring events into the present
Procedure	Goal^  Steps 1-n^  (Results)	Gives information about purpose of the task- in title or intro Lists activities needed to achieve the goal in correct sequences Present final state or “look” of the activity
Narrative	Orientation^ (Complication)  (Evaluation)^ Resolution	Gives information about characters’ situation Presents one or more problems for the characters to solve Evaluates the major events for the characters Sorts out the problems for the characters
Description	Identification^  Aspect^n^  (Conclusion)	Defines, classifies, or generalizes about a phenomenon Describes attributes of each category of the phenomenon Sums up the description
Report	Problem^ Reason^n^  (Conclusion)^ Recommendations	Identifies a problem Gives possible reasons for or consequences of the problem Makes suggestion for solving the problem Presents measures to be adopted as a result of the report

*Note: ^= is followed by; ( ) = optional stage; n= stage may occur*

(Hyland 2004:33)



In the writing classroom, genre is learned in order that students can understand the text they will write and its concept. Wang and Shen (2015:157) states that, “Genre learning is a process through which students can have a command of genre knowledge and use it in different socio-cultural situations to achieve a specific communication purpose.” The concept of genre allows teachers to use writing to communicate with readers beyond content, composition processes and textual forms (Hyland, 2004:5). Therefore, from looking through genre, the writers or students are able to learn that they are not just writing but also trying to achieve the purposes of writing itself in order to convey the meaning to the readers.

#### ***2.2.4 Recount Text***

Based on the syllabus of 2013 curriculum, junior high school students must master five types of text taught in the various grades. Descriptive text is given for the seventh and the eighth-grade students, procedure text is taught in the seventh and the ninth grades, narrative text is given for the eighth and the ninth graders, report text is taught in the ninth grade and recount text is given for the eighth students.

Each genre of text has its own purpose, generic structure, and language features. According to Gerot and Wignell (1994:194), recount text is a text that tells events to inform or entertain.

There are three kinds of recount text according to Hyland (2004:135):

- (a) Personal recount: reporting an activity in which the writer or speaker personally participated (e.g. oral anecdote, diary entry).
- (b) Factual recount: recording a specific accident (e.g. scientific experiment report, police report, news report, historical account).
- (c) Imaginative recount: assuming an imaginary role and detailing events (e.g. a day in the life of a roman slave; how I invented).

From those types of recount text, I will use personal recount text to be taught in the research. Personal recount text is based on students' personal experience so it would be easier to be taught to the students in junior high school.

Then, the generic structure of the account text is an orientation that tells who was involved where the events (event 1, 2, and 3) occurred and when they happened that tell what happened and in what sequence and reorientation of events or ending.

Moreover, the significant lexicogrammatic characteristics of a recount text as stated by Gerot and Wignell (1994:194). First, it focuses on specific participants, such as I, my friends, and my family. Second, it uses material processes. They express the idea that they do something physically; for example, Jack and Jill went up the hill. Third, it uses some circumstances of time and place. For example, my family and I went to the beach last Sunday. Fourth, it focuses on temporal sequences. They can be used to start a sentence, link a sentence with another sentence, and start a new paragraph, such as first, second, third, before, after, finally, and last. Finally, it uses past tense. Past tense is used to express activities which are begun and ended in the past.

Another explanation of recount text was stated by Anderson (2003). He stated that recount text is a text that recognizes past events in the order they occur.

The purpose of a story is to describe what happened and when it happened to the audience (Anderson, 2003:48). In constructing a recount text, a writer has to consider some steps (Anderson, 2003:50); (1) first paragraph that gives background information about the participants, activity, place, and time called an orientation, (2) a series of paragraphs that retell the events happened in the order, and (3) a concluding paragraph.

In addition, the language features for constructing a recount text were also explained by Anderson (2003:50). The first one is the use of proper nouns which is used to identify the participants in the text. Then, it uses descriptive words which give detail information about who, what, when, where, and how. Third, it uses words that show the order of events. Lastly, it uses past tense to retell the events. The past tense formula is presented in the Table 2.2 below:

Table 2.2 The Formula of Past Tense

<b>Formula</b>		<b>Examples</b>
<b>Regular/Irregular</b>		
(+)	S + verb (regular/irregular verb) + complement.	John did his homework last night.
(-)	S + did not + verb (infinitive) + complement.	John did not do his homework last night.
(?)	Did + s + verb (Infinitive) + complement?	Did John do his homework last night?
<b>To be</b>		
(+)	S + to be (was/were) + complement.	Eric was sick last Sunday.
(-)	S + (was/were)not + complement.	Eric was not sick last Sunday.
(?)	(Was/Were)+ s + complement?	Was Eric sick last Sunday?

Moreover, Sadler and Hayllar (2000:1) stated that recount text is a text that tells about past events usually in the order which they occurred. According to Sadler and Hayllar (2000:1), most recounts are organized to insert a guidance that provides

the listener or reader information about the time, the place, and those involved, as they happened, a series of events told, a conclusion that gives the author's own insight into the events and feelings that were generated at the time.

In the present study, the theory of recount text by Anderson (2003 48-50) was used to teach recount text to junior high school students because it provided clear and complete explanation about the purpose, the generic structure and the language features of recount text. By using this theory, the students could understand the purpose, generic structure and language features of recount text well and easily. An example of a recount text is presented in the Figure 2.1 below:

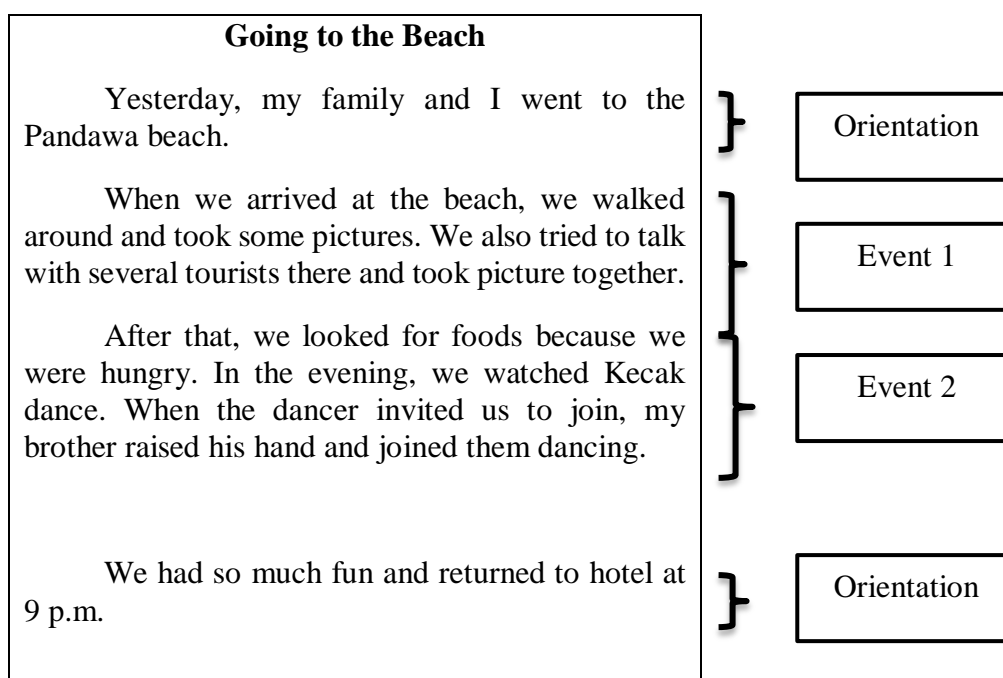


Figure 2.1 An Example of Recount Text

### 2.2.5 *Mind Mapping*

The claim of the origin of the mind maps (mind mapping) has been made by a popular British psychology author, Tony Buzan (Ludwig & Karin, 2008:7). Murley

(2007) in Fiktorius (2013:2) states that, “Mind map is a visual tool that can be used to take notes, generate idea, organize thinking, and develop concepts. “Mind mapping technique itself is made to help the students arranging their ideas and concept from the main topic spreading into the major subtopics. Wheeldon (2011:510) also defines that mind maps are diagrams used to present words, ideas, and other concepts arranged around central word or idea. Mind mapping is an effective way of getting the ideas. This technique helps the students breaking down the materials that they want to learn and relating them.

In addition, all mind maps have some things in common. They have a natural organizational structure that spreads from the center and use lines, symbols, words, color and images. Buzan (1974) in Wheeldon (2011:510) states that, “Mind maps are structurally more flexible than other sorts of maps and present ideas in a variety of ways.” Buzan (2005:20) also examines that mind maps use the brain’s talent for visual recognition to great effect with their combination of color, image, and curving branches; they are much more visually stimulating than conventional note taking methods, which tend to be linear and monochrome.

Besides, there are five essential characteristics of a mind map:

- (1) The main idea, subject or focus is crystallized in a central image.
- (2) The main themes radiate from the central image as 'branches'.

- (3) The branches comprise a key image or key word drawn or printed on its associated line.
- (4) Topics of lesser importance are represented as 'twigs' of the relevant branch.
- (5) The branches form a connected nodal structure.

With a mind map, a long list of boring information can be turned into a colorful, highly organized, memorable diagram that works in line with the brain's natural way of doing things (Buzan, 2005:16). The branches of mind map show how the brain of us does the same thing with the memories inside. They are the wider exploration of the topic related. Moreover, by using mind map the students can really generate their ideas and make the material become easier to be learned because mind map not only shows the students how to construct the material, but it teaches the students how to use the creativity through pictures, symbols, colors, and key words for mapping their mind.

Mind map is very beneficial for enhancing learning and teaching reading also writing a story. Marton and Booth (1997) in Siriphanic (2010:4) find "students can use mind maps for revising and clarifying thought so as to get the deep meaning of a story." Moreover, mind map is an effective way to take notes and brainstorm essay topic. Consequently, mind mapping technique seems to be certainly suited to help students in planning their writing as the approach encourages students to reach for and adopt a deeper level of understanding of the writing topics (Fiktorius, 2013:14). In brainstorming the writing, students can use symbols, keywords, and also pictures to display the story. It must be arranged properly and flow in sequences

of correct structure. An example of mind map from Buzan (1974) is presented in the Figure 2.2 below:

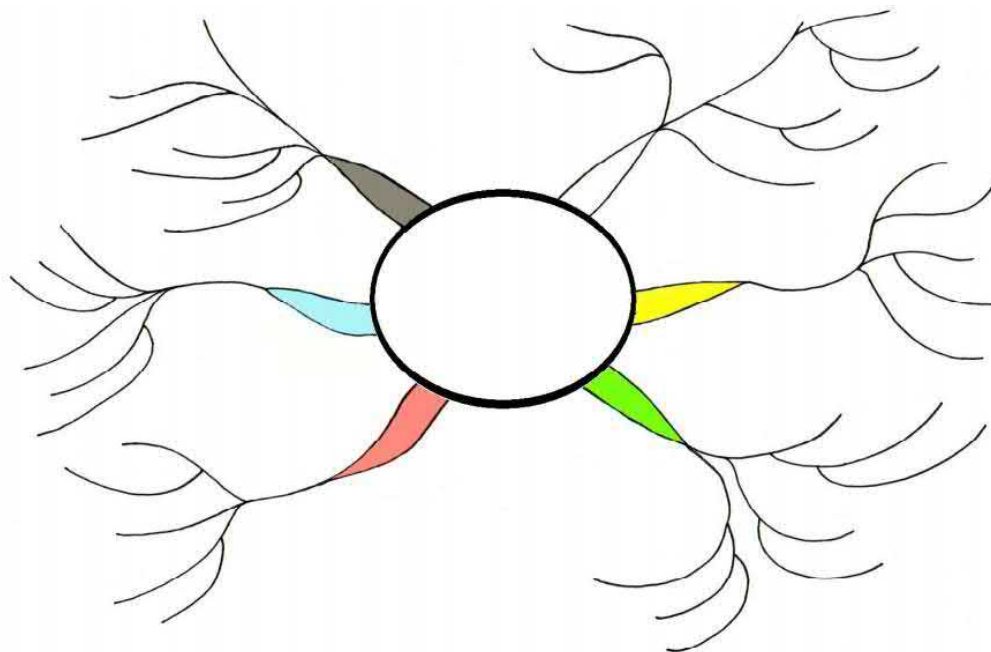


Figure 2.2 An Example of Mind Map

### ***2.2.6 Alphaboxes***

Alphaboxes is a strategy that encourages students to interact with text (Hoyt, 1998).

Moreover, Alphaboxes supports student activate prior knowledge, build

vocabulary, and increase comprehension. As after reading strategy, Alphaboxes provides reflection, summarizes main points, increases vocabulary, and monitors comprehension. Kimberly (2014) adds that Alphaboxes is an ideal strategy for students to work cooperatively with a partner or small group to persuade with informational text. This strategy was originally suggested to enhance comprehension of text; however, it can be easily adapted for preview and review of a wide range of content.

In writing strategy, Alphaboxes can be first basic steps before students begin writing sentences or paragraphs. Students can choose words to write about the text from their personal or class Alphaboxes chart. It may take the form of shared writing, interactive writing, paired or independent writing, depending on the age of students. The writing might take many forms – a piece of extension, a summary of the text, a letter to a character or author, etc. The following is the procedure of Alphaboxes strategy in the classroom:

- (1) Provide a blank Alphaboxes sheet to each student.
- (2) Prompt students to think of words and phrases associated with a particular topic and record their ideas on their own Alphaboxes sheet. They should do this independently for a specified period of time.

*E.g., Consider the topic of cells. Think about words and phrases you know associated with cells. Think independently and record your ideas in the appropriate box. For example, one thing I think of regarding cells is "living things". I would record this phrase in the "L" box.*



- (3) Prompt students work with a partner or in small groups to compare their ideas. Individuals should add to, correct, or clarify their own written record.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>
<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W X</b>	<b>Y Z</b>

- (4) Facilitate a class discussion of words and phrases associated with the topic.

Generally, Alphaboxes is used as the assessment in reading activity by involving students in a small group to engage with informational text.

Figure 2.3 is an example of Alphaboxes sheet that usually provide in classroom activity.

Figure 2.3 An Example of Alphaboxes

#### ***2.2.6.1 Steps of Mind Mapping – Alphaboxes Combination***

In mind mapping – Alphaboxes combination technique, students work individually. The teacher offers two options for students of choosing the topics, whether they freely choose certain topics or the topics are given by the teacher. Both options should relate to past events or their personal experiences (in order to produce recount text).

The further steps of mind mapping - Alphaboxes combination are described as follows:

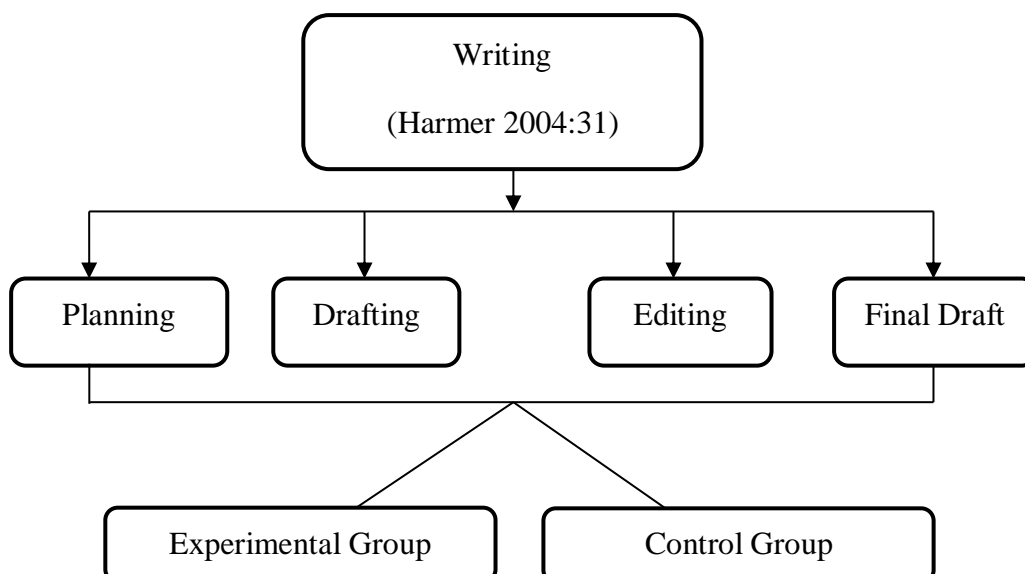
- (1) At first meeting, teacher divides students into some groups.
- (2) Teacher encourages students to recall and express their ideas about past events/experience.
- (3) Teacher provides examples of recount text to the students to read and asks them to compare or relate to their experience
- (4) Teacher distributes Alphaboxes sheet for each student in a group.
- (5) Teacher directs students to write several words in alphabet box (minimum 10 words).
- (6) Teacher asks students to brainstorm ideas with their group.
- (7) At the second meeting, step 5 is repeated with same Alphaboxes sheet.
- (8) Teacher directs students to write several words in accordance with topic from past event they experienced.
- (9) At the third meeting, teacher directs students to move the words into mind map sheet based on the title of the box.
- (10) After that, students are directed to write phrase/sentences from each title box.(Remind them to use past tense)
- (11) Finally, students are directed to develop and arrange their sentences become paragraph(s) of recount text.

### **2.3 Theoretical Framework**

This theoretical framework illustrates how I attain mind mapping-Alphaboxes combination as the technique to use for teaching writing recount text of eighth grade

students of junior high school. The framework is started from the notion of writing which is one of main skills in learning language. Writing needs a lot of attention and long process in order to produce good final result as text. This case makes writing becomes difficult skill for students in junior high school as beginner learner of language. Students mostly meet difficulties in how to start writing from choosing topic and selecting appropriate words. Consequently, writing needs certain technique to ease students from the basic steps. Mind mapping and Alphaboxes facilitate students to start writing from collecting certain words associated with certain topics in alphabet box then those words will move into box of mind map. From those stages, they are able to start arranging sentences into paragraph coherently. In this research, the focus is on recount text. Therefore, students are able to select words which are common and close to their past activity or experience.

Figure 2.4 provides the simple scheme of the theoretical framework of the present study. The scheme describes the framework of the theories used in this study.



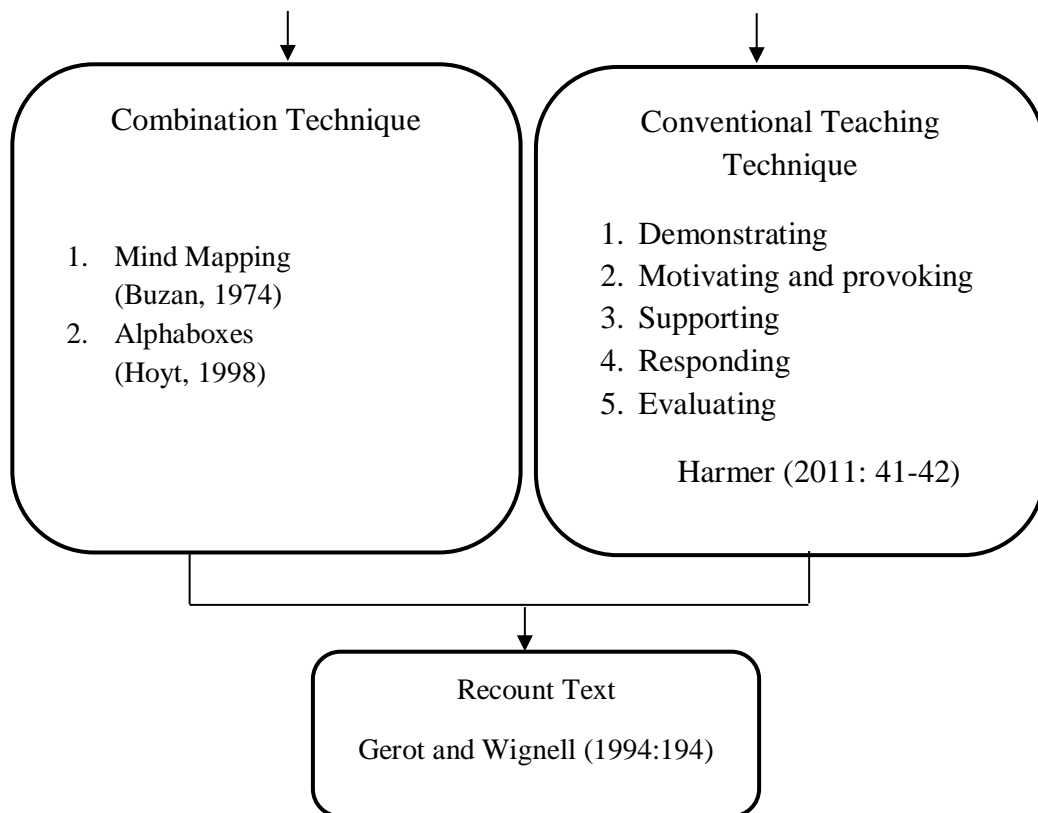


Figure 2.4 Theoretical Framework of the Present Study

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the entire study. It also suggests some recommendations for the readers and the academic teaching as well as for further researchers.

#### 5.1 Conclusions

The objective of this study is to find whether mind mapping - Alphaboxes is effective to teach writing recount text to the eighth grade students of SMP N 24 Semarang in the academic year 2018/2019. The writing ability of the students was low since the result of pre-test from both classes gained low scores. The mean score of the experimental group was 57.87 and the control group was 59.40.

The t-test was applied to know the significance of means score difference. From the t-test, it was obtained that  $t_{\text{value}}$  (2.494) which was higher than  $t_{\text{table}}$  (2.00). Based on the t-test results, I concluded that mind mapping - Alphaboxes combination technique is effective for teaching writing recount text. The students also had less difficulty during the lesson means that the mind mapping - Alphaboxes combination technique can be applied in teaching writing recount text. The mind mapping - Alphaboxes made them improve their ability in writing and the activity was fun for the students. In addition, they also improved their writing in terms of grammar, vocabulary, mechanics, relevance, and fluency.

## 5.2 Suggestions

From the previous chapter, it was showed that teaching writing recount text using mind mapping - Alphaboxes combination technique showed better improvement than using conventional technique. However, I cannot be sure whether such a great improvement is from the mind mapping - Alphaboxes because the students also get the explicit teaching from me. Nevertheless, considering that writing needs practice, mind mapping - Alphaboxes which is also one kind of technique is believed as having a quite significant influence on it. Thus, referring to the analysis and conclusions above, I would like to offer some suggestions for English teachers, students, and future researchers.

Firstly, for English teachers, they have to find an appropriate technique to build students' writing habit so that the students would feel familiar with the writing activity. The teacher should also present the lesson in an enjoyable and understandable way. Through this study, the teacher can consider that mind mapping - Alphaboxes is a good technique in teaching writing since its function as a simple media for the students to write and build their writing habits as well by collecting words, constructing words into sentences and finally arranging sentences into paragraphs text. Mind mapping - Alphaboxes also gives opportunities for the students to practice the language as they learn best when they experienced it themselves.

Secondly, for the students, they should always practice writing from early stage to improve their skill in writing because writing is a continuous activity which will not easily be done and mastered in a short time, but it needs to be practiced

regularly. They also should change their mindset that writing is difficult and find the confidence inside themselves to start writing.

Thirdly, for the future researchers, I expect that this experimental research can encourage them to find new techniques to teach writing and improve students' writing skill. I also hope that this research can be used as one of references for them in conducting their researches.



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