



**THE USE OF MIND MAPPING STRATEGY TO IMPROVE
STUDENTS' ABILITY IN WRITING PROCEDURE TEXT**

**(An Action Research at the tenth grade of SMA Negeri 1 Susukan
Kabupaten Semarang)**

**a final project
submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan*
in English**

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Demikian, harap pernyataan ini digunakan sebagaimana mestinya.

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Yang membuat pernyataan

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ABSTRACT

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Keyword: Writing, Procedure Text, Mind Mapping.

The study focuses on the use of mind mapping strategy to improve students' ability in writing procedure text. The purposes of this study were to give description about how mind mapping method could be applied in teaching learning writing procedure text.

In order to reach the goals of this study, I designed an action research which consists of four meetings, and it was done through sequence of cycles. The students were given some treatments and writing tests in order to obtain a description about students' ability in writing procedure text. This study was held in SMA Negeri 1 Susukan Kabupaten Semarang on 23 January, 2013 until 13 February, 2013. Class X-2 in the academic year of 2012/2013 was chosen because of recommendation from English teacher about unsatisfying result of the students' writing aspect. Based on the English teacher's statement, the students' achievement in reading, speaking and listening aspect of the procedure text as material at first semester was good enough. However, they still needed a new method or teaching learning strategy to maximize their achievement in producing procedure text. There were fourteen students in this class and three kinds of writing test in this research. They were pre-test, writing test in cycle 2 and post-test which were given in the last meeting. Besides, observation checklist and questionnaire were given to support the primary data.

The mean of the pre-test was 57.78, the mean of the writing test in second cycle was 63.214, and the mean of the post test was 80.681. By comparing the result of the three tests, I concluded that mind mapping method could give better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that mind mapping method was appropriate to be implemented in teaching learning writing procedure text. Besides, Mind mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school.

Teacher as a facilitator in teaching learning activity should be able to deliver materials using appropriate media or teaching strategy so that the students weren't bored with conventional method. I suggested that English teacher must understand the students' characteristic before teaching learning activity conducted. Moreover, they should be creative and innovative to create enjoyable teaching and learning process to make students motivated in writing activity.

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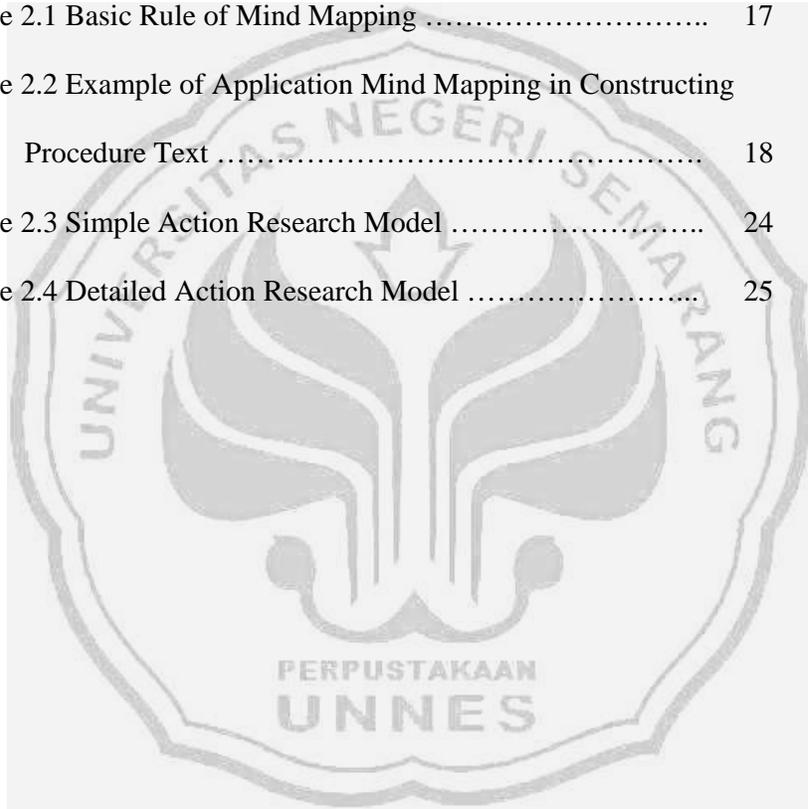
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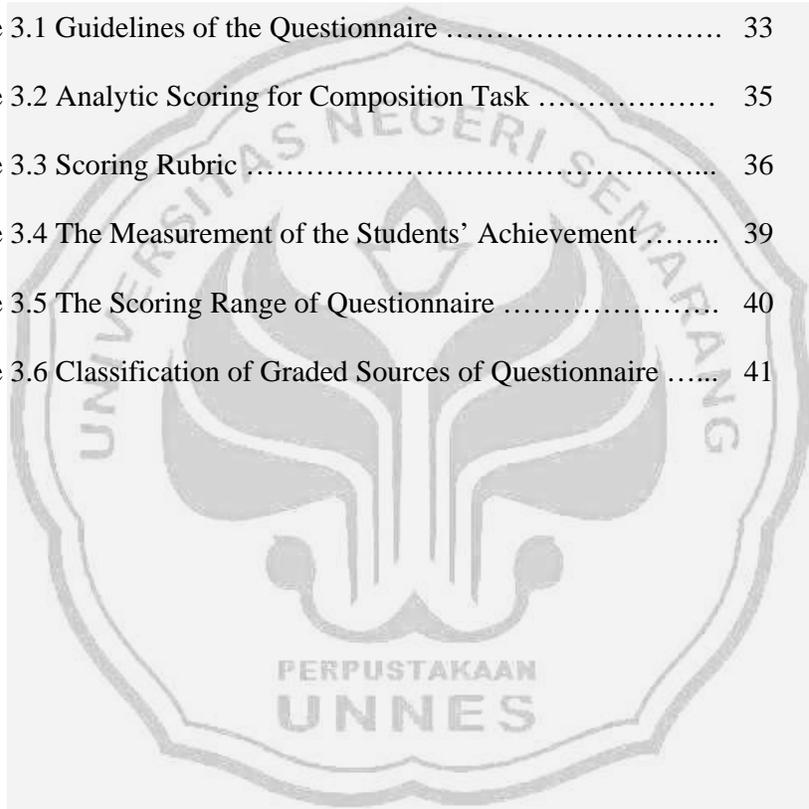
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is believed that language has an important role in the world because everybody uses it to communicate with others. It is used to deliver meanings, feelings and desires from someone to others. Therefore, it is obviously significant for all people to learn language because of its importance in their daily life both spoken and written. Wardrough (1992:1) says that a language is what the members of particular society speak. From this statement it can be said that everyday people need to express or deliver something to others because they belong to social creatures that always need somebody else to live and do interaction. Moreover, language is obviously used in so many aspects such as economics, business, politics, etc.

Language was created for long time ago. It belonged to a product of culture that was made, used and spread out all over the world. Every region or country has its own culture and language. It is used to interact with people in a region, but when they go to other places, they will find some difficulties in understanding other region's languages and cultures. From this explanation above people decide to use an international language in order to make them easier to communicate all over the world. All of us know that English has been chosen as an international language since many years ago because of it's widely using

among all countries in the world. This is in line with what Brumfit says:

The world became more and interconnected by trade, medical, political and cultural demands. Consequently, there is a strong movement throughout the world towards greater communication across cultures, and the English language can't avoid having a major role to playing this process (Brumfit, 1982:6).

In Indonesian educational curriculum, students of senior high school are taught some text types of English. Each of them has characteristics that students should understand. Teaching writing to senior high school students is actually different from junior high school or elementary school students. The teacher as a facilitator should understand students' characteristics and classroom condition before teaching learning process starts. Besides, all preparations must be prepared. They are lesson plans, materials that will be taught and teaching methods that will be implemented. In learning a foreign language, writing is one of important skills that should be emphasized and practiced regularly. Students' ability in writing should be improved and the goals of teaching learning activity must be reached.

Writing belongs to an important activity in an English class. School-Based Curriculum as the curriculum applied in Indonesia educational curriculum explains that students of senior high school not only learn about grammar and vocabulary, but also they should reach the discourse level. It can be said that students not only focus on understanding the texts taught, but also focus on constructing new texts as well.

There are some reasons for making students practice writing inside or outside the class. They can choose their own themes or topics to be written on a certain type of text. Students have more opportunity for language processing, that

is thinking about the language. It is as stated by Hammer (2007:12) “Writing gives them more ‘thinking time’ than they get when attempt spontaneous conversation”. From this explanation, we can say that students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will do revising again and again to get the satisfying result expected.

Heaton (1974:138) states that writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgment”. Due to some difficulties that students face in teaching learning writing, so many efforts have been done to solve the problems. Those are used to make the students easier in learning English writing.

The tenth grades of senior high school students are taught some types of English text. Each of them is different in its social functions, generic structures and significant grammatical features that the students should master. Furthermore, they should be able to achieve listening, reading speaking and writing competence in each aspect to pass the examination.

In this study, I will focus on the students’ improvement in writing procedure text. As a facilitator and model in teaching learning process, teacher should be able to use various method or teaching strategies in order to encourage and motivate students’ ability in writing text. It will be easier for students to get bored if they still use conventional method in writing activity and the goal of teaching learning process is difficult to achieve. Mind mapping strategy is a kind of teaching method that can be applied in writing activity in order to improve the students’ ability and get better achievement.

1.2 Reasons for Choosing the Topic

The following reasons are:

- 1) To know whether application of mind mapping strategy improve students' ability in writing procedure text.
- 2) To know advantages and weaknesses the application of mind mapping strategy in writing procedure text.

1.3 Statement of the Problems

In this study, the problem is how Mind Mapping Strategy improves students' ability in writing procedure text.

1.4 Objective of the Study

The objective of the study is to describe how the use of Mind Mapping Strategy to improve students' ability in writing procedure text.

1.5 Significance of the Study

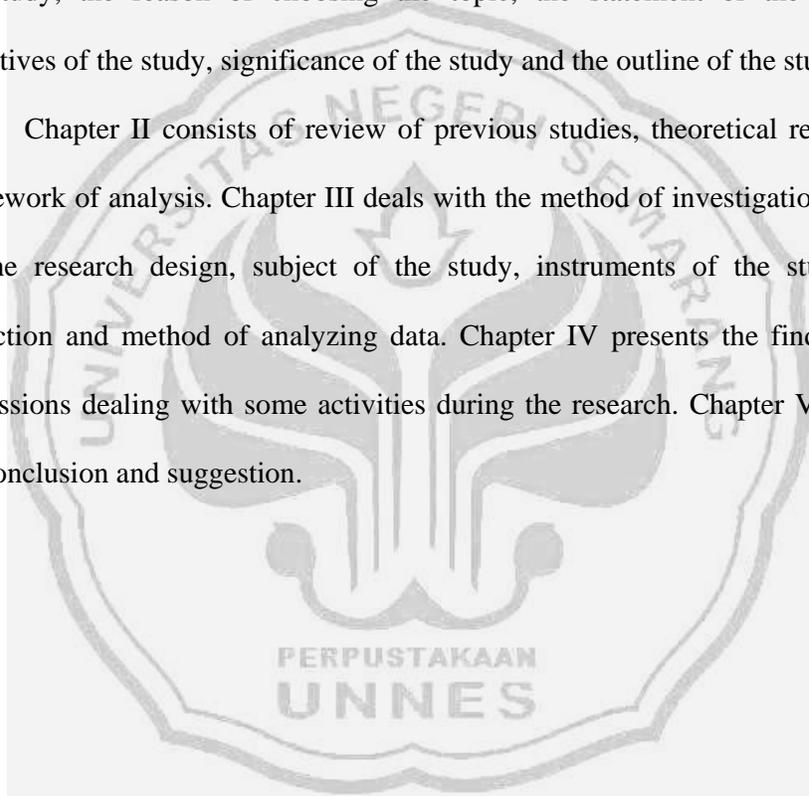
The result of this study is expected to give the following benefits:

- 1) The result of the study can be a beneficial reference for teachers as a consideration in teaching writing in the classroom.
- 2) The result of the study can be a beneficial reference for students in learning written procedure text, especially using Mind Mapping Strategy.

1.6**Outline of****the Report**

This study consists of five main chapters. Chapter I consists of the background of the study, the reason of choosing the topic, the statement of the problem, objectives of the study, significance of the study and the outline of the study.

Chapter II consists of review of previous studies, theoretical review and framework of analysis. Chapter III deals with the method of investigation focuses on the research design, subject of the study, instruments of the study, data collection and method of analyzing data. Chapter IV presents the findings and discussions dealing with some activities during the research. Chapter V presents the conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Previous Study

In this subchapter, I would like to review some previous studies that support my view about the use of mind mapping strategy to improve students' ability in writing procedure text.

First, a study done by Mawadah (2009), She found that the teaching descriptive text to junior high school students of SMP Negeri 1 Pegandon by using mind mapping strategy was more effective than teaching descriptive text using conventional strategy. This experimental research used two classes as the sample of the research. The experimental group was taught by using mind mapping strategy and the control group was taught by using conventional strategy. The main purpose of the activities above is to make students easier in constructing a text.

Second, Sofyani Tyas Utami (2009) also did research about the use of prewriting strategies: Brainstorming and Mind Mapping in Essay Writing for tenth grade students of SMA Negeri 3 Salatiga. The use of brainstorming and mind mapping can help and motivate students to generate ideas and practice expressing thought in written form, so that it would be helpful for students in creating a text and get a satisfying work in writing. The students' achievement in writing recount text increased from the first meeting to the last meeting. The

students' respond that were obtained through questionnaire showed that most of them agreed that using brainstorming and mind mapping could help them in improving their ability in writing recount text.

Third, Susanto (2008) gave description of determining the application of mind mapping method in teaching descriptive writing for the second grade students of SMU Negeri 1 Kajen. He found some advantages by applying mind mapping method in teaching descriptive text. First, the students are interested and motivated in exploring their ideas and imagination using mind mapping method since they found new things during learning process. Second, they might be encouraged to be active in classroom activity by asking the teacher or friends. Then, the last advantage is its simplicity to use mind mapping method by making a chart like a tree diagrams. The students understand, memorize and remember the main idea and relative words easily.

The writer knew that every method has its advantages and weaknesses. The first weakness in applying mind mapping method is that writer must have broad knowledge especially in vocabularies and diction (choice of words). The students liked to ask English translation the difficult words related to the topic. They should bring a dictionary to help them in translating words because it would spend more times if they asked to the teacher continuously. The second one is that spends more paper sheets to do the test because they do two steps before they make the final draft of the descriptive text. The advantage in applying mind mapping method is the students can automatically enrich their vocabularies by searching branches and related ideas from the main topic.

2.2 Review of Theoretical Background

2.2.1 Language Skill

It has been described in the background of the study that language competence is actually important to be achieved by everyone. Listening, reading, speaking and writing are the four basic skills of language that students should learn in order to be able to communicate as well. A good language teaching is absolutely important especially in delivering materials of those four skills. Most of us know that there are various teaching strategies or methods that have been found and implemented to develop students' mastery of those four basic skills due to the importance of each skill for the students' future life.

2.2.2 Writing Skill

Nowadays we can see that writing is one of the four basic skills of language which has an important role in many aspects of life. Using writing we can learn lot of things from the simplest thing until a complex one. If we have ideas, desires and everything to explain, writing can be used as an instrument that makes somebody else understand what we want to explain. In short, we can say that writing plays an important role in our life.

Hammer (2004:3) states that "being able to write is a vital skill for 'speaker' of a foreign language as much as for everyone using their own first language". In line with Hammer's opinion, Ramelan (1994:11) states that "writing is very important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sound". White (1980:8) suggests three points about the importance of writing. They are: (1) the linguists become interested in

studying the characteristics of written language as well as spoken language, (2) teachers of English become increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevant, (3) coinciding with the increased interest in written language by both linguists and English teachers had been a considerable growth in the study of language beyond the sentences, that was on discourse. From those statements we can draw a conclusion that everybody should have a good writing ability because of its importance for the time being and their future life.

According to Meyers (2005:1), "the word writing coming from a verb. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more you say, perhaps correct something you have said and then move on to the next statement". Writing is much different, except that you take more time to think about your subject, the person you'll be discussing it with and last but not least the purpose that you want to achieve in that discussion.

Therefore, if you are writing a second language, you'll be revising your work continuously. You have to pay more attention to your diction (choice of word), form and grammar to make sure that they clearly express what you exactly want to say.

We know that writing skill is always used in most of examinations done at school from elementary up to university level. The importance of writing skill is obviously seen as something that must be emphasized because in daily

communication language is not only spoken but also written. The different characteristics between spoken and written language are stated by Harmer (2004:6-11), as follows:

1) Time and space

Whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent. Spoken words fly away on the wind; written words stay around, sometimes, as we have seen, for hundred or thousand years.

2) Participants

In written communication, the writer has to know who they are writing for. However, this audience may often be general rather than specific, and may be represented as a type rather than as an individual addressee whom we can see and interact with. In this case of speaking, however, our addressee is often known to us in a much more specific way, as we have seen.

3) Process

In speaking, the speakers make quick decision about what to say and modify it as they speak, using lots of repetition, rephrasing, and ‘time-buying’ expressions (such as *well, you know*). These expressions allow them to collect their ideas and put them into suitable form of words. Writing, however, is as we have seen significantly different. The final product is not nearly instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product.

4) Organization and language

Two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness. Speakers can and do mispronounce and use deviant grammar without anyone objecting or judging the speaker's level of intelligence and education, but spelling mistakes and grammar are far more harshly judged. As for well-formedness, most writing consists of fully developed sentences, but speech is often made up of smaller chunks of language-words and phrases rather than the complete sentences. Another significant difference between speaking and writing concerns lexical density-that is the proportion of content words to grammatical (or function) words used. Written text frequently has many more content words than grammatical words. In speech, however, the proportion of content words is significantly smaller.

5) Signs and symbols

If we consider a face-to-face conversation, speakers and listeners use paralinguistic features like expression and gestures, as well as stress and intonation, to convey meaning. We can shout, whisper and vary tone or speed of what we are saying, or fill our conversation with dramatic pauses if we want to.

Writing has viewer signs and symbols than speech but they can be just as powerful. In the first place, question marks and exclamation marks can be modify the import of what is written (e.g. *you are cold. You are cold? You are cold! Or even you are cold!!!*). by changing the order of the clauses we can

alter meaning and convey nuance (e.g. *she met him at a party.* or *At a party she met him.* or *Him she met at a party.*). We also use italics to make something stand out, or in type text we use italics to show how *amazed* we are.

6) Product

If we consider face-to-face conversation to be a work in progress (because through questioning, interrupting, and formulating we can constantly change the message being given out), writing usually turns up as a finished product.

From the Harmer's statement above, it is clear enough that there are some different characteristics between spoken and written languages such as the use of clauses, gestures, formal and informal languages.

It can be said that writing is the last skill of language that students should master. By learning and doing practice writing regularly, students will get more knowledge, how to write effectively, how to express ideas, and how to sell their knowledge to everybody. For that reason, all teacher and educational practitioners should pay more and more attention to students' writing skill, especially in foreign language that is more difficult than first language.

2.2.3 Teaching Writing in Senior High School

It goes without saying that Senior High School students are prepared to university or college so that they are expected to reach informational level. Therefore, they will be ordered to produce knowledge using their own language. There are sixteen English texts types taught in senior high school such as narrative, descriptive,

recount, procedure, news item, etc. In this case, the students should be able to write English text using their own words.

One of the goals in teaching learning English at Senior High School is to improve communication skill in English both spoken and written language. Teacher and students should cooperate in teaching learning activity in order to reach the goals. In teaching learning process, teachers have to pay more attention to the students' progress and the students should practice regularly to improve their ability, especially in writing ability.

In the classroom, teacher as a facilitator in teaching learning process must be able to deliver materials in an appropriate way. Teacher should understand students' background knowledge and characteristics before teaching learning started, especially teaching writing. It will be a difficult thing for teachers in teaching writing if their students don't have any knowledge about it. Besides, all elements in writing must be mastered before teaching writing started.

The following are five elements in writing that students should master:

1) Organization

It contains reasonable sentences that support the topic of the writing. The ideas of the students are well organized and can be understood by the reader.

2) Content

Content refers to the sentences that flow easily and not too hard to understand although a simple writing. The reasonable sentences that arranged into good story here that is meant by the content.

3) Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with this. This is because some of them still confuse what verbs that should be used in the sentence.

4) Punctuation

When the students write they have to think about the punctuation or spelling that is used in writing. It will make their writing sounds reasonable to read. The pause is also needed when they read a text. The capital letter is also important when they write the first word in a sentence. This ability needs careful practice.

5) Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by students. Without that, they can not do many kind of English task. The lack of vocabulary means failure in communication. So in writing students must have enough vocabulary to make it succeed.

2.2.4 The General Concept of Mind Mapping

Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to

more in-depth sub-topics (<http://www.inspiration.com/visual-learning/mind-mapping>).

2.2.4.1 Definition of Mind Mapping

Mind mapping is a method that uses comprehension or concentration skill and involves in a note taking from that relates each fact or idea to every other fact or idea.

The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance (<http://www.mind-mapping.co.uk/mind-mapping-definition.htm>).

Buzan (2007:103) states that “Mind Mapping is a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and its association in radial design.”

From this opinion we can make conclusion that when we use mind mapping by making a keyword or main topic we can also produce other ideas related to. Moreover, we can free our mind to generate everything in our brain so that lots of ideas will be automatically more and more improved. Therefore it would make us easier in constructing a text from those related ideas.

Mind mapping (or concept mapping) involves creating a central idea and search new and related ideas which radiate out from the centre. From the central idea that is made, and then finding connections between ideas, you are mapping knowledge in a manner that helped you understand and remember new information.

2.2.4.2 Mind Mapping Strategy

In using mind mapping strategy we try to apply mind mapping method in the process of teaching learning writing a text in the classroom activity. Before doing writing activity students should have good understanding about the characteristics of the text that will be written (procedure text), otherwise they will face some difficulties to reach the purposes of writing activity or in producing a text. For that reason, teacher and students should cooperate while the process of writing activity was in progress.

Here is the explanation about creating mind mapping based on Tony Buzan statement that is described in website (http://www.emeraldinsight.com/learning/study_skills/mind_maps.html).

The steps involved in creating a mind map may be summarized as follows:

- 1) Determine your central image or concept.
- 2) Create the basic structure for organizing your ideas: these are the main branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches radiating outwards from the main concept.
- 3) Put down keywords associated with the BOIs, which should sit on smaller branches connected to the main branch.
- 4) Revisit your mind map, putting things in order, and numbering the branches.

If necessary, revise it on another piece of paper.

In this teaching method, students are ordered to make a main topic which is appropriate with the material studied in the form of noun phrase into a box. From the main topic made, then students should be able to find other related ideas

into small elements or in detail sections. Firstly, the main topic will be specified as a title of the text then it will be divided into three parts based on the generic structure of the procedure text (general purpose, materials and sequence of steps).

Following this, they draw it inside the box which is connected with the lines to the centre of the schema. This strategy helps students quickly relate a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases (<http://olc.spsd.sk.ca/DE/PD/instr/strats/mindmap/>).

When doing this activity, students are free to explore everything on their brain related to the topic they have discussed. Moreover it will help them to solve their problem in looking for appropriate words because when searching for the related ideas, they were also enriching their vocabularies that will be constructed to be a text later, in this case procedure text. For the details, it is illustrated by the diagram of mind mapping bellow:

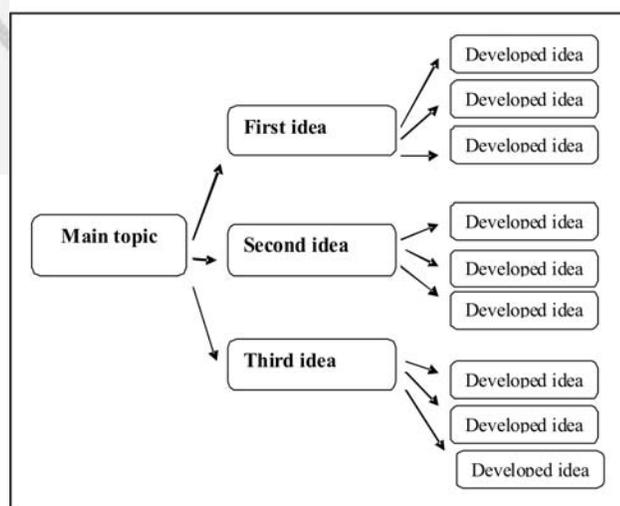


Figure 2.1. Basic Rules of Mind Mapping

From the diagram of mind mapping above, I will give a general description of mind mapping to the students so they can understand the basic rules of mind mapping easily. After the students have good understanding about mind mapping method, then teacher gives explanation about the steps in using mind mapping method to write a procedure text. It is almost the same as the basic rules of mind mapping. Students should be able to explore or generate their ideas, develop the main topic and find the branches from the related ideas. The example of the use of mind mapping method in writing procedure text can be seen as follow:

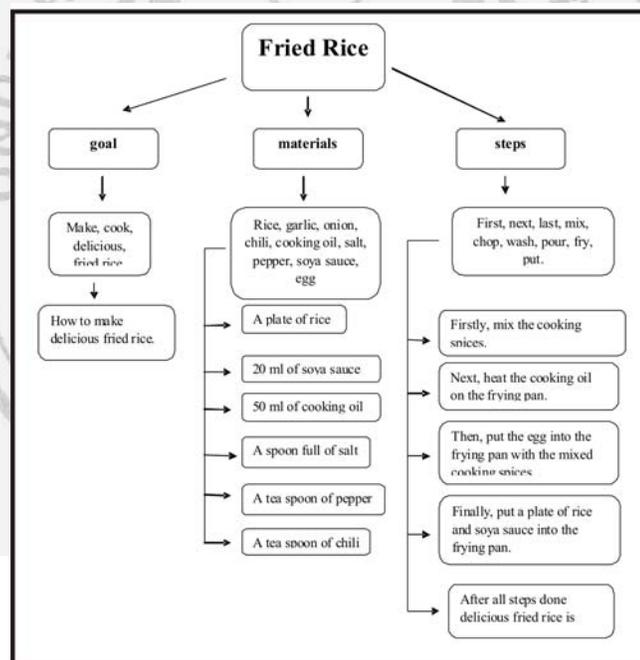


Figure 2.2. Example of application mind mapping in constructing procedure text

From the figure 2.2, students have to write the main topic as starting point to generate ideas and it will become title of the text. According to the generic structures of the text (goal, materials and sequence of steps), the main topic will

be divided into three main parts. After that students are ordered to explore their ideas or thinking based on the main topic they have chosen. They have to pay attention in classifying their related ideas based on the generic structures of the text in the form of words, finding branches, developing into some topic sentences and finally those will be constructed to be a full text.

It is almost the same as mind mapping method because it is viewed by lines and related ideas are created from the main topic. And the last step is choosing some appropriate topic sentences then arrange them to be a full procedure text.

2.2.5 Text

What will we think about if we deal with the word “text”? All of us know this word is actually familiar in our life but not everyone actually understand about meaning of this word. In general sense, text is any form of written material. However, in any instance of living language that plays some part in a context of situation, we shall call it text. It may be spoken or written, can be word or a thick as a book. Therefore, a text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. On the other hand, it constitutes meaningful message that a person tries to communicate through his issue of certain acceptable structure. Actually, it has something to do with meanings, forming a stretch of language working together as unified whole.

From this explanation, we can consider that a text is a language that is functional. It means that language in a text serves a certain function. This function

is the one that finally differentiates and determines our choice of words to construct a text.

Meanwhile, as we use language for various purposes, numerous types of texts are resulted. These different types of texts are often labeled 'genre', types of texts that vary across culture.

In conclusion, it can be said that text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words, the appropriate way they arranged (grammar), and the structure of which is affected by the purpose it has.

2.2.6 Procedure Text

As far as we concern, there are many text types in English. Gerot and Wignel (1995:192-219) mention they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text.

Anderson and Anderson (1997:50) define procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries.

Gerot and Wignel (1994:86) state that the social function of procedure text is to describe how something accomplished through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

Gerot and Wignel (1977:55) explain that the generic structure of the procedure text consist of three points. They are:

1) Goal

The goal of procedure text is an introductory statement giving the aim or goal.

The goal may be the title of the text or sometimes it can be an introductory paragraph.

2) Materials

Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph. This part may be left out in some procedure.

3) Steps

There are series of steps listed in chronological order that should be done to achieve the goal.

A procedure consists of a series of steps which shows how to achieve some goals. The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry out the instructions successfully. Simple constrain may be expressed as circumstances of manner or place e.g. carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool (Feez and Joyce, 1989:87-88).

2.2.7 Classroom Action Research

Action research is a kind of research that is conducted in the classroom by a teacher or a group of teachers with the purposes of improving the effectiveness of teaching and learning process.

2.2.7.1 Definition of Action Research

Action research is a kind of research that is conducted in order to get a better change after research done through sequences research of procedures. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, gathering evidence from the data, and making claims to knowledge based on conclusion drawn from validated evidence.

Mc. Niff (1972:2) views action research as the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of her own practice in order to enhance the quality of education for herself and her pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, school-improvement schemes, and so on, and as such, it actively involves teachers as participants in their own educational process.

From the definition above, action research can be defined as a kind of research which has reflective characteristic. It means the teacher as the action actor gets self-constructed knowledge and can reflect his various programs in order to improve the rational steadiness from his actions broaden his understanding and repair the condition where teaching and learning process is

done. Those are some definitions of action research according to some experts as follow:

- 1) Action research is a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflexive practice' and 'the teacher as researcher'. Action research involves taking self-reflexive, critical and systematic approach to exploring your teaching context. The central idea of action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Anne Burns (2010:2).
- 2) Action research is known by many other names, including participatory research, collaborative inquiry, emancipator research, action learning and contextual action research, but all are variations on a theme. Put simply, action research is "learning by doing" – a group of people identify a problem, do something to resolve it, see how successful their effort were, and if not satisfy, try again. Cited in O'Brien 2001 which was downloaded at (<http://www.web.net/~robrien/papers/arfinal.html>).

There are many linguists giving definitions of action research in different ways, but the meaning is actually similar. Action research can be defined as "learning by doing"- a group of people identify a problem, do something to resolve it, how is the result, and if not satisfy try again and again.

2.2.7.2 Action Research Design

In a classroom action research there must be some plans, activity and discussion after all activities has been conducted. The result of the observation will be used as consideration to decide the plans in the next cycle. Every Classroom Action Research (CAR) has some purposes that will be achieved through cycles. The sequence of cycles will always be done until the research purposes reached.

O'Brein (2001) gave explanation about action research design that was accessed on (<http://www.web.net/~robrien/papers/arfinal.html>). Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 2.3). Each cycle has four steps: planning, acting, observing and reflecting.

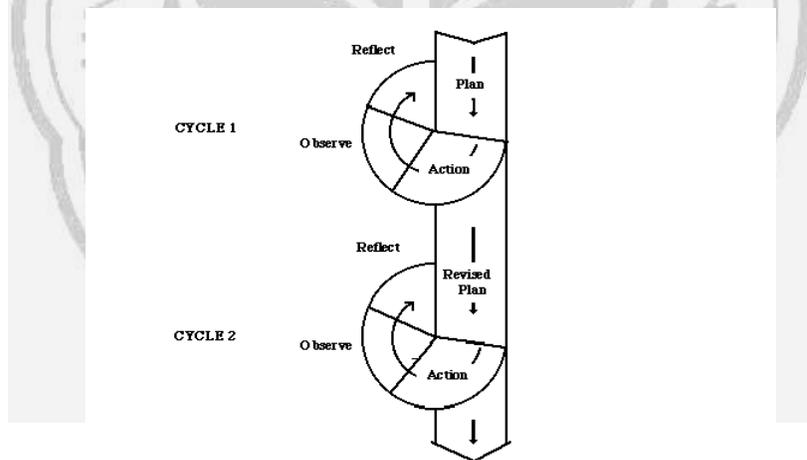


Figure 2.3 Simple Action Research Model (from Mac Isaac, 1995)

Gerald Susman (1983) who gives his opinion in (<http://www.web.net/~robrien/papers/arfinal.html>), states that he distinguishes five phases to be conducted within each research cycle (Figure 2.4).

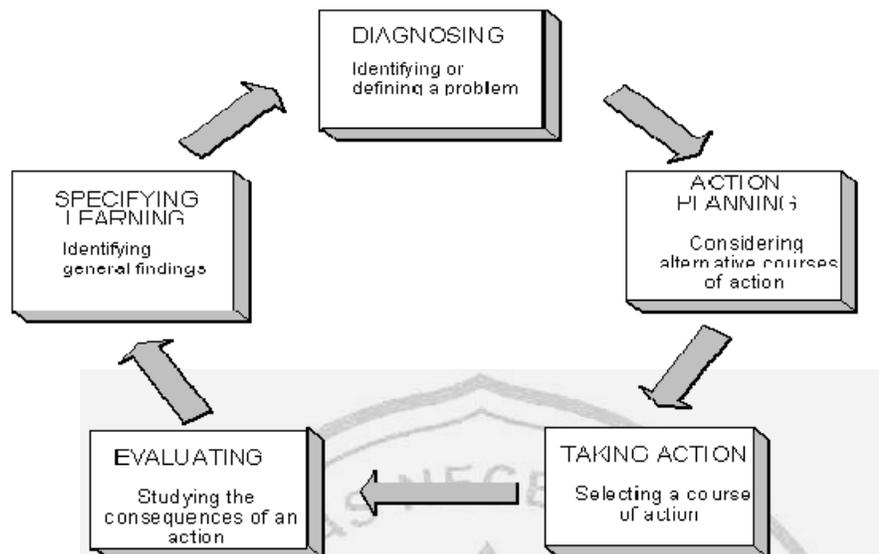


Figure 2.4 Detailed Action Research Model(adapted from Susman 1983)

Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

2.2.7.3 Characteristics of Action Research

Based on Kemmis and Mc Taggart (1988:17) there are three defining characteristics of action research. They are:

- 1) First, that is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- 2) Secondly, that is collaborative.
- 3) Thirdly, that it is aimed at changing things.

They say further, action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her classroom, without any changing the phenomena under investigation, would not be considered to be “action research”. They add the essential impetus for carrying out an action research is changing a system.

2.3 Theoretical Framework

In this study, I will conduct a classroom action research (CAR) which is focus on the improvement of students’ writing ability at the tenth grade of SMA Negeri 1 Susukan Kabupaten Semarang. In this classroom action research, I intend to use mind mapping strategy to improve students’ ability in writing a text. In this research procedure text is chosen as the text that will be investigated.

There will be some plans, treatments and evaluations done during this research. Writing test, questionnaire and observation checklist are the instruments used to gather qualitative and quantitative data. Those activities will be carried out through cycles till the objective/purpose of this study is reached.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

This classroom action research (CAR) was conducted in the classroom with the purpose of enhancing students' writing ability. English teacher and I discussed and cooperated together to investigate the students' difficulties and found appropriate solutions to solve them.

An action research is basically a way of reflecting teaching done by the teacher in the classroom for getting solution about the problem until it can be solved. It is done by systematically collecting data in everyday practice and analyzing in order to come some decisions about what the future practice should be (Wallace, 1998:4).

According to Elliot (1998:69) there is a basic cycle of activities. They are identifying initial idea, planning and implementing. The activities can be elaborated as follows:

3.1.1 Identifying Initial Idea

Elliot (1998:72) gives opinion about the first step of action research that the initial idea refers to a state of situation one wishes to change or improve on. In this research, the initial idea was thinking that there would be a good change on the writing of procedure text. Before conducting an action research, there was a

discussion between me and English teacher about procedure which belonged to material taught at last semester. He said that the students' writing achievement was still low comparing with reading, speaking and listening. He said that there should be an innovation to improve the students' ability in writing procedure especially for the tenth grade.

Here I would like to make a better change and achievement in writing procedure text using mind mapping strategy. This teaching strategy would make the students easier in producing procedure text. It would help them generate and explore their ideas step by step and finally they were able to construct their own procedure text better than before.

3.1.2 Planning

As a researcher in this study, I had a plan to conduct an action research to solve problems faced by the tenth grade students of SMAN 1 Susukan Kabupaten Semarang in writing procedure text. The result of a discussion between me and the tenth grade English teacher made me have a plan that would be divided into some activities and carried out through cycles.

Before conducting the first cycle, I gave students pre-test to know how far they can produce a procedure text. Implementing would be done as the second step of the study. In this step there were some treatments done in order to improve the students' ability in producing procedure text. The students were guided to apply mind mapping strategy as a teaching method in order to make them easier and better in writing procedure text.

3.1.3 Implementing

Implementing was the performing of planned action. Before conducting the first cycle a pre-test would be done in the beginning of research. The purpose of this test was to check the students' ability in producing procedure text whether they were able to produce well or not. Besides, it could be used to decide next treatments or activities in this classroom action research. In this stage I would give simple explanation about procedure text briefly, give them topics and ask them to produce their own procedure text. In this study, there would be sequence of cycles done and each cycle had four basic activities. They were planning, acting, observing and reflecting.

3.2 Subject of the Research

The research was conducted in SMA Negeri 1 Susukan Kabupaten Semarang. The tenth grade students of SMA Negeri 1 Susukan Kabupaten Semarang were the subject of the research. The students of class X-2 of SMA Negeri 1 Susukan was the sample of this study.

The class was chosen because of the result of a discussion between me and the English teacher. Students had achieved good achievement for listening, reading and speaking skill, but there still was a problem that should be resolved for the writing skill. He gave explanation that the students' writing ability of this class was still giving unsatisfying result. I was permitted to conduct an action research focusing on students' improvement in writing procedure text.

3.3 Data Collection

A good research needed data to support the investigation. In this research I used some instruments to collect the data and then the data would be analyzed to get the result of a research. There were two kinds of data. They were qualitative and quantitative data.

Elliot (1998:77-83) states that there is a list of techniques and methods, which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are: diaries, profiles, document analysis, tape/video recording and transcript, interviewing, the running commentary, an outside observer, checklist, questionnaire, etc.

In this research there were three instruments used to collect the data both quantitative and qualitative. They were writing procedure test (pre-test, post-test), questionnaire and observation checklist.

3.4 The Instrument

The instrument belonged to an important element in a research because it would be used to collect data to support investigation.

According to Harmer (2001:346-34) instrument is the methods which can be used to gather evidence in action research. Test is one of the instruments which can be used to collect quantitative data. Heaton (1971) states that, "test may be constructed primarily as device to reinforce learning and to motivate the students or primarily as a means of assessing the students' performance in language.

While Mills (2000:50-62) gives the examples of qualitative data collection technique such as, field note, interview, questionnaire, journal, and attitude scale.

In this research, the instruments that would be used are test, questionnaire and observation checklist.

3.4.1 Test

Test was an important instrument in teaching learning process. It could be said that when conducting teaching and learning process, during that process, teacher was indeed observing students' performance and making various evaluation of each learner. Brown (2004:30) gave his statement that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. The tests in this study would be divided into three sections. They were:

1) Pre-test

Pre-test would be done in the beginning of the research before giving treatments as the first step in collecting data. The purpose of this test was to know how far students mastered written procedure text before applying mind mapping method as a teaching strategy in writing a procedure text.

2) Writing test in the second cycle

There would be a writing test in the second cycle. After all students were given some treatments related to the procedure text and application of mind mapping method as teaching learning strategy, they would be asked to produce procedure text using mind mapping method in pairs. They worked in pairs so that they could discuss one another related to written procedure text or mind mapping application in writing the text. If they still found some difficulties in this writing activity, they could ask me before they were given a post-test in the end of the study.

3) Post-test

Post-test would be given at the end of the study. It was conducted to measure the students' ability after treatments or to measure the output after sequence of cycles of the action research conducted. The result of the test would be analyzed to measure the improvement of students' ability in writing procedure text.

3.4.2 *Questionnaire*

The questionnaire is most frequently a way concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic (<http://www.okstate.edu/ag/agdcm4h/academic/aged5980a/5980/newpage16.htm>).

It was list of questions that would be answered by a group of people to get information for an investigation or a research. In this study the questionnaire was used to collect data from students' interest, relevance, advantage, students' achievement, and sustainability during the teaching learning process. It was supported by Mills (2000:58) questionnaires allow the teacher researcher to collect large amounts of data in relatively short amount of time.

In giving questionnaires, I needed an instrument that would help ensure useful responses. Mills (2000:58) gave guidelines for developing and presenting questionnaires, they were:

- 1) Carefully proofread questionnaires.
- 2) Avoid a sloppy presentation.
- 3) Avoid lengthy presentation.
- 4) Do not ask unnecessary questions.

- 5) Use structured items with a variety of possible responses.
- 6) Whenever possible, allow for an “Other Comments” section.
- 7) Decide whether to use respondents’ names or use a number to keep track of respondents.

The result of the questionnaire was used to describe the data about students’ opinion, problem, difficulties, understanding, and responses about material and method. The guidelines of the questionnaire are as follows:

Table 3.1

Guidelines of the Questionnaire

Number of Question	Students’ Opinion
1, 2, 3, 4, 5, 6, 7	About students’ interest
8, 9, 10	About the relevance
11, 12, 13	About the advantage
14	About students’ achievement
15	About sustainability

Taken from: Mills (2000:58)

3.4.3 Observation Checklist

In this study I would use observation checklist to provide the qualitative data of the research that would be conducted. I used this instrument in order to get some information about the situation of the classroom activities. It contained observation results about students’ attendance, interest & motivation, students’

activities during teaching learning process and the students' activities in focusing the attention to the teacher's explanation during the research conducted.

The observation checklist would always be used during the research. It was aimed to understand the students' progress because it would be helpful to decide the next step of the research and do correction for the teaching learning process done.

3.5 Method of Analyzing Data

In this study, I used test, questionnaire and observation checklist as instruments in collecting data. Then, the results of those instruments were analyzed to measure the students' improvement in writing ability. The method in analyzing data would be explained as follows:

3.5.1 Method of Analyzing Test

The main goal of this research was improving the students' ability in writing procedure text. There were some steps of activities done and finally tests were used to measure the students' progress in mastering writing skills.

In scoring students' writing, I used the Analytical Scale for Rating Composition Tasks Guidance taken from Brown (2004:244-245) in five elements. These five elements are 1) organization; introduction, body and conclusion, 2) logical development of ideas: content, 3) grammar, 4) punctuation, spelling, and mechanics, 5) style and quality of expression with the maximum score is 100.

Analytic scoring might be more appropriate called analytic assessment in order to capture its closer association with classroom language instruction than

with formal testing. Brown and Bailey had designed an analytical scoring scale that specified five major categories and description of five different levels in each category, ranging from “unacceptable” to “excellent” (Brown, 2004:243). From those five categories, I only used four categories from number one until number four because the category number five wasn’t suitable with senior high school students’ competence. In this study, four categories were enough to measure the students’ ability in writing procedure text. The maximum score in this measurement was 80, so the students’ mark could be calculated as follows:

$$\text{Students' mark} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

Table 3.2
Analytic Scoring for Composition Task

Categories	Test Score	Level of Achievement
Organization (goals, materials, steps)	20 – 18	Excellent to good
	17 – 15	Good to adequate
	14 – 12	Adequate to fair
	11 – 6	Unacceptable-not
	5 – 1	College-level work
Logical development of ideas: Content of procedure text.	20 – 18	Excellent to good
	17 – 15	Good to adequate
	14 – 12	Adequate to fair
	11 – 6	Unacceptable-not
	5 – 1	College-level work

Grammar	20 – 18	Excellent to good
	17 – 15	Good to adequate
	14 – 12	Adequate to fair
	11 – 6	Unacceptable-not
	5 – 1	College-level work
Punctuation, spelling, and mechanics of procedure text.	20 – 18	Excellent to good
	17 – 15	Good to adequate
	14 – 12	Adequate to fair
	11 – 6	Unacceptable-not
	5 – 1	College-level work
Style and quality of expression.	20 – 18	Excellent to good
	17 – 15	Good to adequate
	14 – 12	Adequate to fair
	11 – 6	Unacceptable-not
	5 – 1	College-level work

Taken from: (Brown, 2004:243)

The specific explanation of the analytic scoring would be used as the scoring rubric in giving mark for the students' writing. It is described as follow:

Table 3.3

SCORING RUBRIC

Analytic scale for rating composition tasks

1. Organization: Introduction, body and conclusion		
Excellent to good	20 – 18	Appropriate title, effective introductory paragraph, topic is stated, leads to body: transitional expression used Arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
Good to adequate	17 - 15	Adequate title, Introduction or conclusion Body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed Sequence is logical but transitional expression may be absent or misused.
Adequate to fair	14 - 12	Mediocre or scant introduction or conclusion Problems with the order of ideas in body The generalizations may not be fully supported by the evidence given Problems of organization interfere.
Unacceptable-not college-level work	11 - 6	Shaky or minimally recognizable introduction Organization can barely be seen Several problems with ordering of ideas Lack of supporting evidence Conclusion weak or illogical Inadequate effort at organization.
Unacceptable-not college-level work	5 – 1	Absence of introduction or conclusion No apparent organization of body Severe lack of supporting evidence Writer has not made any effort to organize the composition (could not be outlined by the writer).
2. Logical development of ideas; Content		
Excellent to good	20 – 18	Essay addresses the assigned topic The ideas are concrete and thoroughly developed No extraneous material

		Essay reflects thought.
Good to adequate	17 - 15	Essay addresses the issues but misses some points Ideas could be more fully developed Some extraneous material is present.
Adequate to fair	14 - 12	Development of ideas not complete or essay is somewhat off the topic Paragraphs are not divided exactly right.
Unacceptable-not college-level work	11 - 6	Ideas incomplete inadequate and does not reflect careful thinking or was hurriedly written Inadequate effort in area of content.
Unacceptable-not college-level work	5 - 1	Essay is completely inadequate and does not reflect college - level work No apparent effort to consider the topic carefully.
3. Grammar		
Excellent to good	20 - 18	Native-like fluency in English grammar Correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing No fragments or run on sentences.
Good to adequate	17 - 15	Advanced proficiency in English grammar some grammar problems don't influence communication, although reader is aware of them no fragments or run-on sentences.
Adequate to fair	14 - 12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication run-on sentences or fragments present.
Unacceptable-not college-level work	11 - 6	Numerous serious grammar problems interfere with communication of the writer's ideas Grammar review of some areas clearly needed; difficult to read sentences.
Unacceptable-not college-level work	5 - 1	Severe grammar problems interfere greatly with the message Reader can't understand what the writer was trying to say Unintelligible sentence structure.
4. Punctuation, spelling and mechanic		
Excellent to good	20 - 18	Correct use of English writing conventions

		Left and right margins All needed capitals, paragraph intended, punctuation and spelling Very neat.
Good to adequate	17 - 15	Some problems with writing conversations or punctuation Occasional spelling errors Left margin correct Paper is neat and legible.
Adequate to fair	14 - 12	Uses general writing conventions but has errors Spelling problems distract reader Punctuation errors interfere with ideas.
Unacceptable-not college-level work	11 - 6	Serious problems with format of paper Parts of essay not legible Errors in sentence punctuation and final punctuation Unacceptable to educated readers.
Unacceptable-not college-level work	5 - 1	Complete disregard for english writing conventions Paper illegible Obvious capital missing No margins Severe spelling problems.

Taken from: (Brown, 2004:244-245)

The next method was marking the students' achievement. The scores would be more meaningful if they were changed into numerical data, which were arranged from the highest to the lowest group.

The measurements of the students' achievement stated by Harris (1969:134) can be described as follows:

Table 3.4
The measurement of the Students' Achievement

Criteria of mastery	Level of achievement
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

Taken from: Harris (1969:134)

3.5.2 Method of Analyzing Questionnaire

In this research questionnaire wasn't a primary instrument, but it used to support the main data by using description method, which involved the description and interpretation of data. Before describing and interpreting into sentences, the questionnaire was analyzed by the following steps:

1) Grading the items of questionnaire

In grading the items of questionnaire, I use score ranges. It can be seen in the table 3.5.

2) Tabulating the data of questionnaire

3) Finding the mean

4) Determining the graded score

5) Matching the mean to the criterion

6) Concluding the questionnaire result.

In this step, the writer matches the mean of questionnaire result to the classifications that can be seen in table 3.6.

Table 3.5
The Scoring Range of Questionnaire

Option	Score
A	1
B	2
C	3

Taken from: Mills (2000:58)

Table 3.6
Classification of Graded Sources of Questionnaire

Range of Mean	Students' Interest	The Relevance	The Advantage	Students' Achievement	Sustainability
0.00-1.00	Low	Not Relevant	Not helpful	Low	Not necessary
1.01-200	Medium	Relevant	Helpful	Medium	Necessary
2.01-3.00	High	Very relevant	Very helpful	High	Very necessary

Taken from: Mills (2000:58)

3.5.4 Level of Achievement

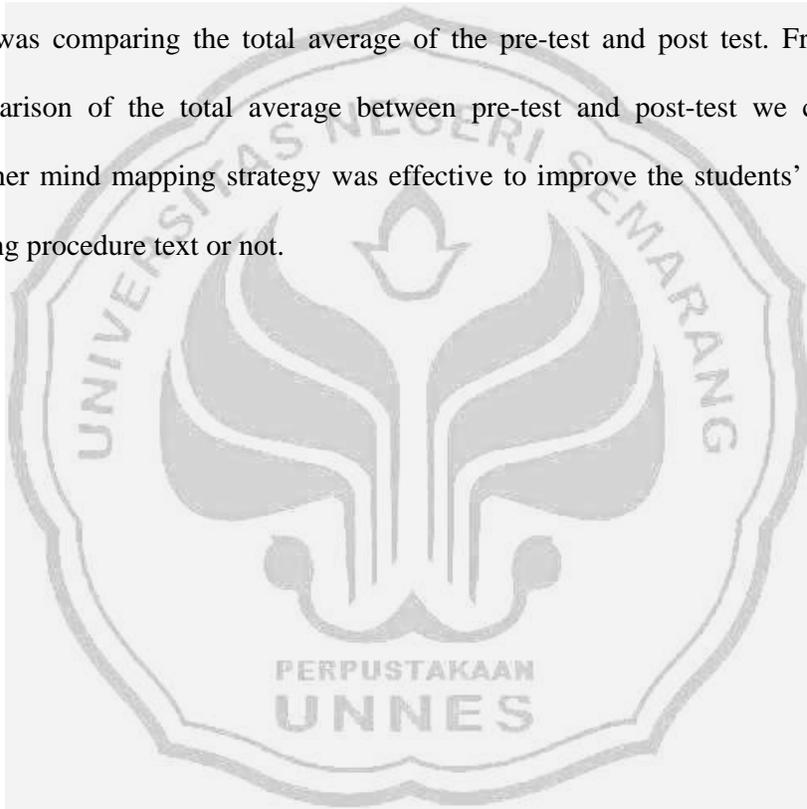
After the process of scoring done, I would calculate the total average or the mean score of the cycle. At the end, the mean would be reflected in a form of diagram.

The mean was calculated by adding together of all scores (observation) and dividing by the number of scores (Mills, 2000:107).

The formula of calculating the mean could be seen as follow:

$$\text{Mean} = \frac{\text{The sum of the scores}}{\text{The number of the scores}}$$

After calculating the total average of the pre-test and post-test, the next step was comparing the total average of the pre-test and post test. From those comparison of the total average between pre-test and post-test we could see whether mind mapping strategy was effective to improve the students' ability in writing procedure text or not.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the discussion of each activity is presented. There are analysis of each activity started from pre-test, first cycle, second cycle, post-test, observation checklist and questionnaire. The writing test is aimed to get the quantitative data of this research and the qualitative data will be gathered from questionnaire and observation checklist given to the students. Here is the analysis of each activity.

4.1 Analysis of Pre-Test

In the beginning of the first meeting, I introduced myself as a researcher who would conduct an action research in the class. I checked the students' attendance by calling them one by one and asked them to introduce themselves. I gave explanation to the students about the purpose of study.

A pre-test was given at the first stage of this study. It was conducted on January 23th, 2013. There were 13 students joined the test. The total number of students in X-2 was 14 and 1 student was absent.

In the pre-test, Students were asked to produce a procedure text and the time allotment was thirty minutes. The given topic was "How to Make a Nice Coffee" and they began writing the text. The procedure text belonged to a material in the first semester, therefore they have ability in producing this genre. Besides, it could be used as a consideration to decide the next activities that would be

emphasized in this study. Before making a plan to conduct a classroom action research, I had discussed with the English teacher. The discussion resulted that the students' ability in reading, listening and speaking was good enough, but their writing skill still needed an improvement to get a satisfying result. The result of the pre-test can be seen in the appendix 6.

The average of the students' writing test result (*pre-test*):

$$\begin{aligned}
 &= \frac{\text{The total mark}}{\text{The number of the students}} \\
 &= \frac{751.2}{13} \\
 &= 57.78
 \end{aligned}$$

4.2 Analysis of First Cycle

4.2.1 Planning

- **First Meeting**

First cycle was conducted after pre-test. It was divided into two meetings. After all students had done their pre-test for thirty minutes, the next activity was implementation of the first cycle. In this meeting, I had a plan based on the result of the discussion between me and English teacher about the students' unsatisfying result in writing aspect and it would be carried out step by step.

The plan was introducing mind mapping method that would be applied in written procedure text. The main purpose of this research was improving the students' ability in producing a procedure text using mind mapping method than conventional method. Firstly, I asked the students to discuss the pre-test they had

just done. I asked them to discuss about the generic structures, content and language features of the procedure text which they had just written. After they finished their discussion, I gave more specific explanation about everything related to the procedure text. It was aimed to get the students' interest and attention before they were given some treatments.

4.2.2 Acting

Based on curriculum, procedure text belonged to a material taught in the last semester so actually it wasn't something new for them. I asked them whether there were still difficulties in writing a procedure text or not. Some students gave their opinion about some problems they faced when they were asked to write a procedure text. First problem, they got some difficulties in finding appropriate vocabularies because only few of them bringing dictionary. The second problem, they still made some mistakes in using simple present tense and imperative sentences whereas both of them are actually important in writing procedure text. The last one, they had difficulties in developing a topic and exploring their ideas or imagination while they were producing the text. For that reason, they needed a new method to make them easier in producing a procedure text.

After the discussion, I conducted the first cycle which consisted of three stages and done in two meetings. They were BKOF (*Building Knowledge of Field*), MOT (*Modeling of the Text*) and JCOT (*Joint Construction of the Text*). The description of each part can be seen as follows:

a) BKOF (*Building Knowledge of Field*)

At this stage, I recalled the students everything about procedure text as a text they have learnt in the first semester. I asked them to recall and memorize everything about procedure text from the definition, social function, generic structure and grammatical feature of the text.

The students still had materials or handout given by their English teacher in the last semester. Some of them were still able to remember those materials. Therefore, I explained again and gave them another example of procedure text until they understood the content of the procedure text well.

b) MOT (*Modeling of the Text*)

In the second stage, before I gave them some explanation about procedure text, I distributed them another example of procedure text entitled “How to Cook Tomato Soup”. The text not only contained a procedure text, but also materials that would be explained later. After all of them received the text, I started to explain about procedure text and its content. I asked one of students to read the text aloud and the others listened to their friend. The next step, I began my explanation about social function, generic structure and language feature of the procedure text briefly.

After all students understood and got a description of the explanation given, I focused on the tense used (simple present tense) and imperative sentence. Those two language features are very important in writing procedure text so each of them should be mastered before they started to produce a real procedure text. I gave them handout containing materials and exercises about simple present tense

and imperative sentence. Firstly, I gave them explanation about simple present tense and described the formula of sentences in positive, negative and interrogative form. The next step was explaining about imperative sentence always used in written procedure text. I gave description about what kind of imperative sentences used in written procedure text. After explaining all materials in this meeting, I gave them some exercises to make sure whether they understood them or not.

The time was over before all students finished their work. I asked them to finish their work at home and the next activity would be conducted at the next meeting.

- **Second meeting**

Second meeting of the first cycle was conducted on January 30th, 2013. In this stage, I continued the last activity MOT (*Modeling of the Text*). After greeting the students, I checked the students' attendance. In the last activity, they were given exercise related to the language feature (Simple Present Tense and Imperative Sentence) as homework and discussion of the homework was done at first stage in this meeting.

In this stage, I asked the students whether they had homework or not and most of them answered "yes". I ordered some students to come in front of class and did exercises on the whiteboard. Most of them did the exercise correctly and it showed that they understood about the language features (simple present tense & imperative sentence) was better than last meeting. By comparing the students' mastery of those language features in pre-test and students' homework, it can be

seen that students' achievement increased. From this students' achievement, the next step was explaining general understanding of mind mapping method as a teaching strategy that would be applied in writing procedure text.

c) *JCOT (Joint Construction of the Text)*

Joint construction of the text was the last activity of the first cycle. After all students mastered all materials, especially generic structure and the language feature, I gave them explanation about general concept of mind mapping. Besides, I explained the steps in using mind map and how to apply this method in writing procedure text.

Firstly, I asked the students whether they knew or heard "mind mapping method" or not. Mind mapping method was actually something new for them, so I had to explain them about the general understanding of the method clearly before I explained them how to apply this in writing procedure text.

Before starting my explanation, I gave handout that consisted of explanation of the mind mapping method, example and the steps in constructing a mind map. They looked interested because it was something new for them and they hadn't learnt it before. I started to explain the general concept of mind mapping method by giving them an example of simple pattern of the mind mapping method. In mind mapping method, we developed a topic to some branches and found related ideas from the main topic. In this example the main topic was "vacation". I explained the five branches of the vacation. They were: travel, accommodations, fun, navigation and food. From these branches, I asked the students to give their opinion and find other related ideas of each branch. It

was fun and it stimulated them to be more active, creative and free to explore their ideas from the main topic during learning process.

After all students had good understanding about the general concept of mind mapping method, the next stage was explaining the application of the mind mapping method in writing a procedure text. In the material given, I also gave example how to apply mind mapping method in constructing a procedure text. They had to pay attention to my explanation because it was the main activity on my research. There were some steps they had to understand before I ordered them to practice applying mind mapping method in writing a procedure text. In this stage, I gave them example how to apply mind mapping method in writing a procedure text with the topic “How to Make Fried Rice”. In this stage, I explained them to explore their mind, find some branches and related ideas. I asked them to use their imagination because in mind mapping method they were free to generate or explore their mind based on the topic given. They looked interested while I was explaining step by step and this teaching learning activity became fun.

Some minutes later, I asked them to practice applying mind mapping method in writing a procedure text with the topic “How to Make a Nice Coffee”, a same topic to pre-test. They started practiced constructing mind mapping concept based on the topic given. They used to ask me when they found some difficulties in finding appropriate vocabulary or using correct grammar, they also could discuss with other students while they were constructing the concept of mind mapping they made before they write final draft of their procedure text. When they finished the mind mapping concept of the procedure text, they started writing

the final draft of text. In this activity, mind mapping made students easier in writing a procedure text. I didn't give any writing test like in the first meeting because I emphasized on the students' practice the steps in writing. It could be seen from the result of their practice writing which was better than the before. Their ability in using correct grammar was also improved and their mastery of vocabularies was better. In this cycle, the students' difficulties in finding appropriate vocabularies and using correct grammar and structure were eliminated.

In the end of teaching and learning activity, I warned the students to practice writing using mind mapping method at home. I also asked them to enrich their vocabularies and explore their ideas because it would be helpful for them while they were constructing a text.

4.2.3 Observing

In this study, observing was the third stage of sequence of activities which were conducted. After conducting some treatments in this cycle, I found some facts that would be described and used as consideration for the next activities.

First, based on my observation in the first cycle, the students' mastery of the materials was better than before after I gave them handout and recalled the lesson in the beginning of the class. Second, their ability in finding appropriate vocabularies should be improved because the diction (choice of words) was very important in writing a text. Third, their mastery of language features (simple present tense and imperative sentence) should be improved because of their importance in writing procedure text. The students still made some mistakes and it

could be seen from their practice and homework. The last one, mind mapping method was able to be applied in writing activities, but the students had to practice more to explore their mind in order to get better achievement in producing a procedure text.

4.2.4 Reflecting

Reflecting was the fourth part of this study. It still focused on students' improvement in writing procedure text. The result of the observation in this cycle was used as guidelines to decide some activities for the next cycle.

Students were asked to practice constructing mind mapping pattern at home and applying mind mapping method in writing a procedure text. Moreover, I gave them homework about language feature of the procedure text (simple present tense and imperative sentences) and discussed it later. There was a writing test for the next cycle. They had to bring dictionary to help them finding appropriate vocabularies during writing activity.

4.3 Analysis of the Second Cycle

4.3.1 Planning

The second cycle consisted of only one meeting and it was conducted on February 6th, 2013. This cycle was done in the third meeting of this classroom action research. In general, the procedure of teaching learning of this cycle was the same as previous meeting.

There must be an improvement for the students in using simple present tense and imperative sentences which were very important in teaching learning written procedure text.

4.3.2 Acting

Procedure of the second cycle also consisted of three stages. They were BKOF (*Building Knowledge of Field*), MOT (*Modeling of the Text*) and the last one was ICOT (*Independent Construction of the Text*). In this cycle, the students were asked to produce procedure text using mind mapping method in pairs based on the topic given. The procedure of the second cycle could be described as follow:

a) BKOF (*Building Knowledge of Field*)

First activity of the second cycle was greeting the students and checking their attendance by calling them one by one. I asked them to produce a procedure text using mind mapping method and I asked them to do it in pairs.

There were fourteen students that would be divided into seven groups. Before I started the main activity, I gave them explanation about general error in their writing. Moreover, I also reviewed the last meeting by asking them some questions about the material at the previous meeting orally. It was aimed to make sure whether they had good understanding about the material explained.

b) MOT (*Modeling of the Text*)

In this stage, I asked students to open the last material about example of procedure text entitled “How to Cook Tomato Soup” and explanation of social function, generic structure and language feature of the text. I explained them more about grammar using that example and language feature they could use in writing a procedure text. I also explained about the punctuation to the students. For

example, they were explained that in the procedure text, we used numbering or temporal conjunction to explain the steps.

c) ICOT (*Independent Construction of the Text*)

In this stage, the students were ordered to write a procedure text using mind mapping method in pairs. There were fourteen students that were divided into seven groups. Each group was given two pages of paper, mind map sheet and writing sheet. Mind map sheet was used to construct the concept mind mapping method and the writing sheet was used to write the final draft of the procedure text from the mind mapping construction made. The topic was “How to Make Instant Noodle” and they started working in pairs.

Firstly, they constructed the mind mapping concept of the procedure text. They explored their ideas, found related ideas and changed them into some topic sentences that would be developed to be a real procedure text. The time allotment was forty five minutes, so they had to work fast. There must be a dictionary for each group to help them in finding appropriate vocabularies, but they could ask me if they still face difficulties in finding difficult words. After completing mind mapping construction and creating some topic sentences, they wrote the final draft of the procedure text on the writing sheet and submitted in the end of the class. The result of the students’ writing in this second cycle can be seen in appendix 7.

The average of the students’ writing test (*writing test in cycle 2*):

$$= \frac{\text{Total mark}}{\text{The number of groups}} = \frac{442.5}{7 \text{ groups}} = 63.214$$

The average of the students' mark in pre-test was 57.78. After conducting two cycles and some treatments, the average of the students' writing test result were 63.214. There was an improvement on the students' ability in producing procedure text by comparing the result between pre-test and the writing test in second cycle.

4.3.3 Observing

In the beginning of the second cycle, the students were more interested and motivated. They knew whether there was a writing test in this meeting. I had warned them to practice applying mind mapping method in writing procedure text in previous meeting so they could prepare it before.

The time allotment of the writing test was 60 minutes and they started working cooperatively. Firstly, they created mind mapping construction by finding related ideas related ideas. They could open dictionary if they had difficulties in finding vocabularies or asked me if they couldn't find them. After creating mind mapping pattern, they wrote the final draft of the text. The average of students' writing test in second cycle was better than the result of the pre-test, but post-test was still given in the last meeting.

4.3.4 Reflecting

The increasing result of the writing test in second cycle described that the application of mind mapping method was appropriate in writing procedure text. Some problems that the students faced were eliminated by some treatments given.

Post-test and questionnaire were given in the end of the study. The result of the post-test would be compared with pre-test and writing test in second cycle

in order to know the students' improvement in writing procedure text. The analysis of questionnaire also gave information in order to support the primary data during the study.

4.4 Analysis of Post-test

After conducting two cycles and some treatments, the students' ability in writing was once again measured by giving them a post-test. It was conducted on February 13th, 2013. In the previous meeting I reminded them to be present because there would be a post-test and questionnaires in the end of my research. I checked the students' attendance and started the post-test.

Before doing the post-test, I reviewed the lesson that I gave briefly. I asked once more to the students if they had difficulties in writing a procedure text, they could ask me and I would explain once more. The post-test was the same as the pre-test. They were asked to produce a procedure text using mind mapping method with the topic "How to Make an Omelette". The result of the students' achievement in the post-test can be seen in appendix 8.

The average of the students' test result (*post-test*):

$$\begin{aligned}
 &= \frac{\text{The total mark}}{\text{The number of the students}} \\
 &= \frac{887.5}{11} \\
 &= 80.681
 \end{aligned}$$

From the analysis above, the average of the students' post-test was 80.681. The score was higher than the pre-test that was only 57.78. From this fact, I concluded that the students' achievement in writing procedure text improved. The students' marks increased from the pre-test, treatment in the second cycle and the post-test. It could be said that mind mapping strategy was effective to help the students in improving their writing ability, especially in writing procedure text.

4.5 Analysis of Questionnaires

In this activity, I distributed a questionnaire to support the primary data. The questionnaire was conducted on February 13th, 2013. It was responded by eleven students because three students were absent in this meeting. The purpose of giving the questionnaires was to add the qualitative data in this study.

I gave fifteen questions for the students. They were ordered to answer the questionnaires by crossing the choice a, b, or c in multiple choice questions.

The techniques in analyzing the questionnaires were discussed in the following section.

1) Grading the items of questionnaire

The questionnaire consisted of fifteen (15) questions. The descriptions of the questionnaire were: number 1 – 7 about students' interest, number 8 – 10 about the relevance, number 11 – 13 about the advantage, number 14 about students' achievement and number 15 about sustainability.

Each option was given a score that showed the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

Table 4.1
The Scoring Range of Questionnaire

Option	Score
A	1
B	2
C	3

Taken from: Mills (2000:58)

The score that ranges from 1 to 3 was explained below:

- a) If the students chose a, the score was 1.
- b) If the students chose b, the score was 2.
- c) If the students chose c, the score was 3.

2) Tabulating the data questionnaire

I tabulated the questionnaire data in order to make the result of grading clearly readable. The table consisted of these columns: name (students' code), score per item, total scores, mean of each item and the average of each indicator based on the guidelines of the questionnaires. The result of the tabulated questionnaire can be seen in appendix 9.

3) Finding the mean

The formula used for computing the mean was as follows:

$$\text{Mean} = \frac{\text{The sum of the item scores}}{\text{The number of the students}}$$

The mean of each indicator could be seen in appendix 9.

4) Determining the graded scores

Providing value of graded scores was very important, since the result of the mean was not in round figure but in decimal. The result of the questionnaire data analysis of each issue could be classified into a range of mean below:

Table 4.2**Classification of Graded Sources of Questionnaire**

Range of Mean	Students' Interest	The Relevance	The Advantage	Students' Achievement	Sustainability
0.00-1.00	Low	Not Relevant	Not helpful	Low	Not necessary
1.01-2.00	Medium	Relevant	Helpful	Medium	Necessary
2.01-3.00	High	Very relevant	Very helpful	High	Very necessary

Taken from: Mills (2000:58)

5) Matching the mean criterion

To get the additional information about the students' response in this study, the mean of each issue was matched to the criterion. Based on the range of mean above, the result of the data of the questionnaire could be analyzed by referring it to the following criterion:

Issue	Mean	Category
Students' interest	2.21	High
Relevance	2.18	Very relevance
Advantage	2.39	Very helpful
Students' achievement	2.36	High
Sustainability	2.45	Very necessary

6) Concluding the Questionnaire Result

- a) The students' interest in using mind mapping method in writing procedure text was high.
- b) Mind mapping method was very relevance for the students' in writing a procedure text.
- c) The mind mapping method could help the students' in writing a procedure text.
- d) The students' achievement in producing procedure text using mind mapping method was high.
- e) Mind mapping method was very necessary for the students in constructing procedure text.

4.6 Analysis of the Observation

The observation was done to observe the students' activity during the treatments conducted in first and second cycle. The observation's explanation of each cycle during the classroom action research can be described as follows:

4.6.1 The Analysis of the Observation in First Cycle

The results of the observation in cycle 1 were as follows:

Observation of the students' activities

- 1) The students' attendance.

Actually, there were fourteen students in class. At the first meeting of the first cycle on January 23th 2013, thirteen students were present and thirteen students

were present in the second meeting on January 30th 2013. It means that one student was absent both in the first and second cycle.

2) The students' interest and motivation.

At the first meeting of the first cycle on January 23th 2013, the students were not too interested and motivated because they just did a pre-test. I tried to communicate and do something to refresh their mind and get their attention. In the second meeting of the first cycle on January 30th 2013, when I begun explaining about the general concept of mind mapping method and the implementation of mind mapping method in writing a procedure text, they looked interesting because it was something new for them.

3) The students' activities during teaching learning process.

In the beginning of the teaching learning process, most of students weren't active because the first activity in this study was pre-test. The first meeting of the first cycle was started after pre-test. They looked bored because they only dealt with the theory given. Some of them responded on my explanation by asking some questions to me. In the second meeting of the first cycle, after introducing mind mapping method as a new method in writing they actively asked some questions related to the material given. They were interested because it was the first time for them to know this method. Moreover, it would be applied in their writing activity. They practiced creating mind mapping and asked if they found a problem.

4) The students' activities in focusing the attention to the teacher's explanation.

In the first meeting of the first cycle, there were some students didn't focus on my explanation. After all students received the material, I started explaining about the

material to get better background knowledge before they were introduced to the mind mapping method that would be applied in written procedure text. I repeated my explanation for three times to make sure they understood the material. At the second meeting they seemed to be more focus to my explanation about the mind mapping method, how to construct it and apply it in writing a text.

4.6.2 The Analysis of Observation in Second Cycle

The results of the observation in second cycle were as follows:

Observation of the students' activities

1) The students' attendance.

The second cycle was conducted only in one meeting. It was conducted on the third meeting of this classroom action research which is the main activity of this research. All students were present in this activity.

2) The students' interest and motivation.

All students had great interest and motivation in this activity because they just introduced a new method in previous meeting. I had delivered and explained them how to create mind mapping construction and apply it in writing a text. Mind mapping helped them in generating ideas and developing some topic sentences. Moreover, they were motivated to get better achievement than the last semester.

3) The students' activities during teaching learning process.

In the beginning of teaching learning activity, I discussed about the last homework given in the previous meeting. They were active doing the homework on the whiteboard. After divided them into seven groups, they started constructing the mind map of the text that would be written. They looked active finding

vocabularies, searching related ideas and developing some branches to be the topic sentences.

4) The students' activities in focusing the attention to the teacher's explanation.

When I started the discussion of the homework, the students paid attention to my explanation. I warned them to focus on my explanation because it belonged to the important thing in this study. In this cycle, they looked concentrate and focus on my explanation because soon after that they would be given a writing procedure text in pairs.

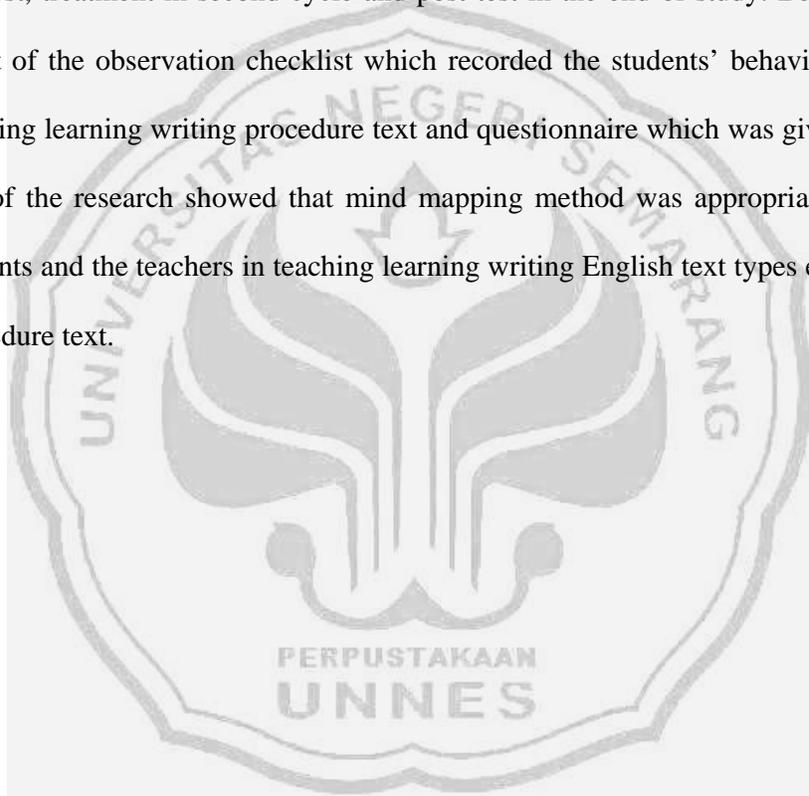
4.7 Interpretation

This classroom action research was conducted in four meetings. The research was intended to know how well the application of mind mapping method as a teaching writing strategy in improving the students' ability in writing a procedure text.

There were some treatments implemented through stages in order to make the students easier and get better result in producing a procedure text. In first cycle, students had problems in grammatical features of the procedure text. They still made some mistakes in using simple present tense and constructing imperative sentence that was very important in writing procedure text. Moreover, they had difficulties in finding appropriate words. After I gave treatment, they could produce sentences in present tense (positive, negative and imperative form) and construct imperative sentence well. They were also introduced mind mapping method at second meeting of the first cycle and practiced applying this method in writing procedure text. At second cycle, I ordered them to produce procedure text using mind mapping method in groups. The result of the writing test was better

than the pre-test. At the last meeting of the research, they did post test to measure their writing ability after all treatments implemented.

The purpose of the study was achieved based on the result of analysis of implementation of mind mapping method that was carried out through cycles. It could be seen from the increasing result of the test that students had done from pre-test, treatment in second cycle and post-test in the end of study. Besides, the result of the observation checklist which recorded the students' behavior during teaching learning writing procedure text and questionnaire which was given in the end of the research showed that mind mapping method was appropriate for the students and the teachers in teaching learning writing English text types especially procedure text.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter I will present conclusion and suggestions. The conclusion and suggestions are taken from the result which discussed in the previous chapter.

5.1 Conclusion

Based on the results in previous chapter, I will conclude the result of action research progress during teaching writing procedure text using mind mapping method. The results of the students' writing test increased from the pre-test to all. The average of the students' writing tests were: pre-test (57.78), writing test of the second cycle (63.214), and the post-test (80.81). It can be said that mind mapping was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a procedure text.

According to the tabulation result of the questionnaire that was given to the students, it indicated that application of mind mapping method in teaching learning written procedure text was appropriately applied. It was helpful for the students to find related ideas and develop the chosen topic sentences from the main topic to be a real procedure text. Mind mapping method was something new for the students, so they were motivated to use this method and they were encouraged to learn more about written procedure text.

Their mastery of language feature (simple present tense and imperative sentences) was also improved after some treatments given in two cycles. It could be seen from the improving result of the students' writing test given (pre-test, writing test at the second cycle and the post-test). Besides, their mastery in choosing appropriate words was better than before. They always used dictionary when they tried to find appropriate words while they were creating mind mapping construction before they wrote a real procedure text. Generally, the results can be confirmed with the comparison between pre-test and post test. By applying mind mapping method in writing procedure text, the percentage of the students' improvement between pre-test and post-test was 23%.

5.2 Suggestion

From the conclusion above, I would like to offer some suggestion to encourage the students' motivation in learning writing:

- a. Teacher as a model in teaching learning activity must recognize the students' characteristic before teaching learning process started and have good communication with the students in order to get their attention or interest while teaching learning were in progress.
- b. Teacher should be able to manage preparation before doing classroom activity because the preparation will influence the output of teaching learning process. The preparation includes lesson plan, materials, media of teaching learning and assessment to measure the students' achievement.

- c. Mind mapping method as a teaching learning strategy can be used not only in teaching learning procedure text, but also other texts which were taught both in junior high school and senior high school.



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APPENDIX 1
STUDENTS' LIST
KELAS X – 2
SMA NEGERI 1 SUSUKAN KABUPATEN SEMARANG

NO	NAME	STUDENTS' CODE
1	Afif Abdul Aziz	S – 1
2	Bayu Puji Rahmanto	S – 2
3	Budi Santosa	S – 3
4	Dahlia Wulandari	S – 4
5	Desi Wahyu Muliana	S – 5
6	Dwi Santosa	S – 6
7	Ika Nuraeni	S – 7
8	Muhammad Fatkhur R	S – 8
9	Nur Wahidah	S – 9
10	Setyaningsih	S – 10
11	Sigit Apriliyanto	S – 11
12	Siti Sovariyah	S – 12
13	Sriyono	S – 13
14	Sulma Yunita	S - 14

APPENDIX 2

DAFTAR PRESENSI SISWA KELAS X.2

TAHUN PEMBELAJARAN: 2012 / 2013

SMA NEGERI 1 SUSUKAN KAB. SEMARANG

NO	NAMA	Pre-Test & Cycle 1	Cycle 2	Post-Test & Questionnaires
1	Afif Abdul Aziz			
2	Bayu Puji			
3	Rahmanto			
4	Budi Santosa			
5	Dahlia Wulandari			
6	Desi Wahyu			
7	Muliana			
8	Dwi Santosa			
9	Ika Nuraeni			
10	Muhammad			
11	Fatkhur R			
12	Nur Wahidah			
13	Setyaningsih			
14	Sigit Apriliyanto			
	Siti Sovariyah			
	Sriyono			
	Sulma Yunita			

APPENDIX 6

RESULT OF THE PRE – TEST

NO	NAME	organization; introduction, body and conclusion,	logical development of ideas: content	grammar	punctuation, spelling, and mechanics	TOTAL SCORE	MARK
1	S – 1	11	12	12	11	46	57.5
2	S – 2	-	-	-	-	-	-
3	S – 3	13	12	11	12	48	60
4	S – 4	11	11	12	11	42	60
5	S – 5	11	11	12	12	44	55
6	S – 6	13	12	11	12	48	60
7	S – 7	11	12	12	11	46	55
8	S – 8	13	12	12	12	49	61.25
9	S – 9	13	12	12	11	46	57.5
10	S – 10	13	11	12	11	47	58.7
11	S – 11	11	11	11	12	45	56.25
12	S – 12	11	11	12	12	45	56.25
13	S – 13	12	11	11	12	44	55
14	S - 14	13	11	11	12	47	58.75

The average of the students' test result: $\frac{751.2}{13} = 57.78$

APPENDIX 7

RESULT OF THE TREATMENT IN CYCLE 2

NO	GROUP	organization; introduction, body and conclusion,	logical development of ideas: content	grammar	punctuation, spelling, and mechanics	TOTAL SCORE	MARK
1	Group 1	12	11	14	12	40	61.25
2	Group 2	12	11	11	11	45	57.5
3	Group 3	12	11	14	12	49	61,25
4	Group 4	13	13	14	12	52	65
5	Group 5	13	14	15	12	54	57.5
6	Group 6	13	15	14	13	55	68.75
7	Group 7	14	15	14	14	57	71.25

The average of the students' test result: $\frac{442.5}{7} = 63.214$

7

PERPUSTAKAAN
UNNES

APPENDIX 8

RESULT OF THE POST – TEST

NO	NAME	organization; introduction, body and conclusion,	logical development of ideas: content	grammar	punctuation, spelling, and mechanics	TOTAL SCORE	MARK
1	S – 1	-	-	-	-	-	-
2	S – 2	-	-	-	-	-	-
3	S – 3	17	16	16	17	66	82.5
4	S – 4	17	16	16	17	66	82.5
5	S – 5	16	16	16	16	64	80
6	S – 6	17	16	15	15	63	78.75
7	S – 7	17	16	15	15	63	78.75
8	S – 8	16	15	16	16	63	78.75
9	S – 9	-	-	-	-	-	-
10	S – 10	18	17	16	16	67	83.75
11	S – 11	17	16	15	15	63	78.75
12	S – 12	17	16	16	17	66	80
13	S – 13	16	17	15	16	64	80
14	S – 14	18	17	16	16	67	83.75

The average of the students' test result: $\frac{887.5}{11} = 80.681$

APPENDIX 9

RESULT OF THE QUESTIONNAIRES

NO	Students' Code	Number of Questions														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	S-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	S-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	S-3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
4	S-4	3	3	3	2	2	2	3	1	3	3	3	3	3	3	3
5	S-5	3	3	2	1	2	3	2	3	2	2	2	3	2	3	3
6	S-6	2	2	2	1	2	2	1	2	2	2	2	2	2	2	2
7	S-7	3	2	3	2	2	2	2	2	2	2	2	3	2	2	3
8	S-8	3	3	2	2	2	2	1	2	2	2	2	2	2	2	2
9	S-9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	S-10	3	2	3	2	2	2	2	2	2	2	2	3	2	2	3
11	S-11	3	2	2	2	2	2	2	2	2	2	2	2	2	3	2
12	S-12	3	2	3	3	2	2	2	2	2	2	2	2	2	2	2
13	S-13	3	3	3	1	2	2	1	1	2	2	2	3	2	3	2
14	S-14	3	3	2	2	2	3	2	2	2	2	2	3	2	3	2
Total	11 students	30	28	28	19	23	25	18	23	24	25	28	28	23	26	27
Mean		2.7 2	2.5 4	2.5 4	1.7 2	2.0 9	2.2 7	1.6 3	2.0 9	2.1 8	2.2 7	2.2 4	2.5 4	2.5 4	2.0 9	2.3 6

- Students' interest (1, 2, 3, 4, 5, 6, 7) : 15.51:7 = 2.21
- Relevance (8, 9, 10) : 6.54:3 = 2.18
- Advantage (11, 12, 13) : 7.17:3 = 2.39
- Students' achievement (14) : 2.36
- Sustainability (15) : 2.45

APPENDIX 11

LESSON PLAN

(Learning and Teaching Process Cycle 1)

School : SMA Negeri 1 Susukan

Subject : English

Class/Semester : XI/1

Time Allotment : 4 x 45' (Two meetings)

I. Standard Competence

6. Mengungkapkan makna dalam teks pendek esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari

Basic Competence

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure

II. Indicators

- Students understand the content of procedure text such as the generic structure, language features and social function of the text.
- Students are able to produce a procedure text both in group and individually using mind mapping strategy based on generic structure and language features of the text correctly.

III Learning Objectives

In the end of the study students are able to:

- Identify the content of procedure text, such as social function, generic structure and language feature used in the procedure text.
- Write procedure text both individually and in group using mind mapping strategy according to the generic structure (goal, material and steps) and language features (the use of simple present tense, imperative sentence, etc) correctly.

IV Materials

- Reading passage of procedure text
- Handout explaining the content of procedure text such as generic structure, language features and social function of the text.

V Learning Activities

- BKOF (*Building Knowledge of Field*)
 - ❖ The teacher starts the lesson by greeting students and checking the students' present..
 - ❖ Teacher introduces himself as a researcher that will conduct a research in this class.
 - ❖ Teacher as a researcher gives a pre-test as the first activity of the research.
 - ❖ After conducting the pre-test, teacher gives an example of procedure text entitled "How to Make Tomato Soup"
 - ❖ Students are asked to discuss about the given materials.
- MOT (*Modeling of the Text*)
 - ❖ After having discussion about the content of the text teacher start to explain what procedure text is.
 - ❖ Teacher explains the generic structure, language features and how to construct a procedure text.

- ❖ Teacher explains the tense used in procedure text (simple present tense) and gives students some exercise about the tense.
- ❖ After explaining the tense used in procedure text, teacher explains about imperative sentences and gives them exercise about this language feature.
- ❖ After all students finish doing the exercise, I ask some students to come forward to the class and do the exercise on the white board.
- ❖ After discuss about the exercise, teacher starts explaining about the general understanding of the mind mapping.
- ❖ Teacher gives an example of mind mapping pattern entitled “vacation”.
- ❖ Teacher explains the steps in constructing a mind mapping from finding the main topic, finding branches and developing the branches to be some topic sentences.
- JCOT (*Joint Construction of the Text*)
 - ❖ Teacher explains how to apply mind mapping method in writing a procedure text.
 - ❖ The handout contented example of application of the mind mapping method in constructing a procedure text.
 - ❖ The topic of the text is “How to Make a Fried Rice” and all students pay attention to my explanation step by step.
 - ❖ Students are ordered to help the teacher in finding branches or related ideas from the main topic of the text that will be constructed.
 - ❖ After mind mapping pattern of the text is constructed and some topic sentences are created, the final draft of the text is written.
 - ❖ Students practice creating mind map pattern based on the theme in the pretest that conducted in the beginning of the research. The theme is “How to Make a Nice Coffee”.
 - ❖ Teacher and students discuss about the last pretest conducted at the previous meeting.
 - ❖ Teacher asks the students to practice creating mind mapping pattern on their own book.

- ❖ Teacher asks the students to explore and generate their ideas in finding branches or related ideas as much as possible.
- ❖ Teacher asks the students to compare between constructing a procedure text using conventional method and using mind mapping method in written procedure text.
- ❖ In the end of the class teacher asks students to practice applying mind mapping method in writing procedure text at home because at the next meeting there will be a test.



How to Make Tomato Soup

To make a bowl of tomato soup, you must prepare all ingredients below:

- * 4 large tomatoes
- * spices
- * 1 small onion
- * ½ teaspoon of salt
- * 8 cups of water
- * ¼ teaspoon of pepper
- * small clove garlic
- * ¼ teaspoon of butter

Here are the steps to make a bowl of tomato soup:

- * Cut tomatoes, onions, and garlic into small pieces.
- * Fry them in a pan with butter for five minutes.
- * Add water, spices, salt and pepper.
- * Heat until the water boils.
- * Turn down the heat and cover with lid. Cook gently for one hour.

Definition, generic structure and language feature of procedure text

Procedure / Procedural Text, is a text that contains procedures, instructions, processes, methods, or steps in the make / do (operate) something.

1. General structure (generic structure) consists of:

- Goal / Aim: How to make a bowl of noodle
- Materials / tools: materials or tools needed to create / do something. Example: a pack of noodle, water, pan and stove
- Steps / Procedures: steps or procedures to do / create something. Example: First, boil water in a pan and ...

2. Language feature

- Using tenses "simple present"
- Often use the phrase commands (imperatives / orders). Example: Turn on the lamp, Put the rice into the rice cooker, Do not forget to press the 'on' button, ...
- Sequence of words (sequences). Example: first, second, then, next, the last, Finally ...

Pengertian Simple Present Tense

Simple present tense adalah suatu bentuk kata kerja yang paling sering digunakan dalam bahasa Inggris dimana digunakan untuk mengungkapkan kejadian *factual* dan *habitual* (kebiasaan), *general* maupun tidak *general*, instruksi, maupun rencana atau jadwal.

Rumus Simple Present Tense

Adapun rumus *simple present tense* untuk kalimat positif, negatif, dan interogatif berikut contoh dapat dilihat pada tabel sebagai berikut.

Jenis Kalimat	Rumus	Contoh Simple Present Tense
positif (+)	S +/- aux. verb(do/does) + V-1	She likes eating out. My friend cares about my problems.
	S + <u>be</u> (am/is/are)	He's a magician. The children are naughty.
negatif (-)	S + aux. verb(do/does) + not + bare infinitive	She doesn't like eating out. My friend doesn't care about my problems.
	S + be(am/is/are) + not	He isn't a magician. The children aren't naughty.
interogatif (?)	aux. verb(do/does) + S + bare infinitive	Does she like eating out? Does my friend care about my problems?
	be(am/is/are) + S	Is he a magician? Are the children naughty?

- Pada kalimat positif, normalnya auxiliary verb tidak digunakan. *Aux. verb* hanya digunakan jika perlu untuk memberi penekanan pada keharusan melakukan aksi kata kerja.
- *Verb-1* pada *subject* berupa kata ganti orang ketiga tunggal (she, he, it) maupun noun, ditambahkan *s* atau *es*.
- *Bare infinitive* merupakan V-1 dalam bentuk sederhana (tanpa tambahan *s* atau *es* walaupun untuk subjek orang ketiga tunggal).
- *Be* yang digunakan merupakan linking verb.

The Imperative Sentence

An **imperative sentence** gives a direct command to someone -- this type of sentence can end either with a period or with an exclamation mark, depending on how forceful the command is:

Sit!
Read this book for tomorrow.

You should not usually use an exclamation mark with the word "please":

Wash the windows!
Please wash the windows.

Normally, you should not use imperative sentences in academic writing. When you do use an imperative sentence, it should usually contain only a mild command, and thus, end with a period:

Examples and grammar rules

► The second person imperative

We can express commands in English by an **imperative sentence** made with the infinitive without *to*.

Examples: *Be careful. Open your books. Come here.*

For the negative commands we use *do not* or *don't*.
Don't be late. Do not sit down. Don't have so many bags.

We can mention a person in the command, usually at the end of the sentence.
Have something to eat, Greg.

If we talk to more people, we use the pronoun *you* to make the distinction between them.

You take these bags and you park the car. You wait here and I'll call the police.

► The emphatic imperative

In writing it is not usual to use an exclamation mark. If we put it at the end of an imperative sentence, it becomes more urgent.

Examples: *Wait! Don't do that!*

We can emphasize our request with *do*. It is common in polite requests.
Do sit down. Do be reasonable.

On the other hand, *do* before the imperative can express the irritation of the speaker.

Do be quiet. Do come on time.

You before the command also shows the speaker's anger or even rudeness.
You get out of here. Don't you follow me.

In a different context, however, it can show your positive emotions.
Don't you be so sad.

► **The first person imperative**

In the first person we make it with *let + me* or *let + us*.
Examples: *Let me do it for you. Let me see. - Let us go. Let's do some exercises.*

For the negative we put *not* before the imperative.
Let us not be worried.

In spoken English it is possible to use *don't* at the beginning of sentences.
Don't let's be worried.

► **The third person imperative**

We make it with *let + him/her/it/them* and the infinitive without *to*.
Examples: *Let him go. Let her explain it. Let it be. Let them try it. Let the customers pay immediately.*

This form is not very common in modern English. It is more usual to say the same in a different way.
He must go. She should explain it. Leave it alone. They can try it. The customers must pay immediately.

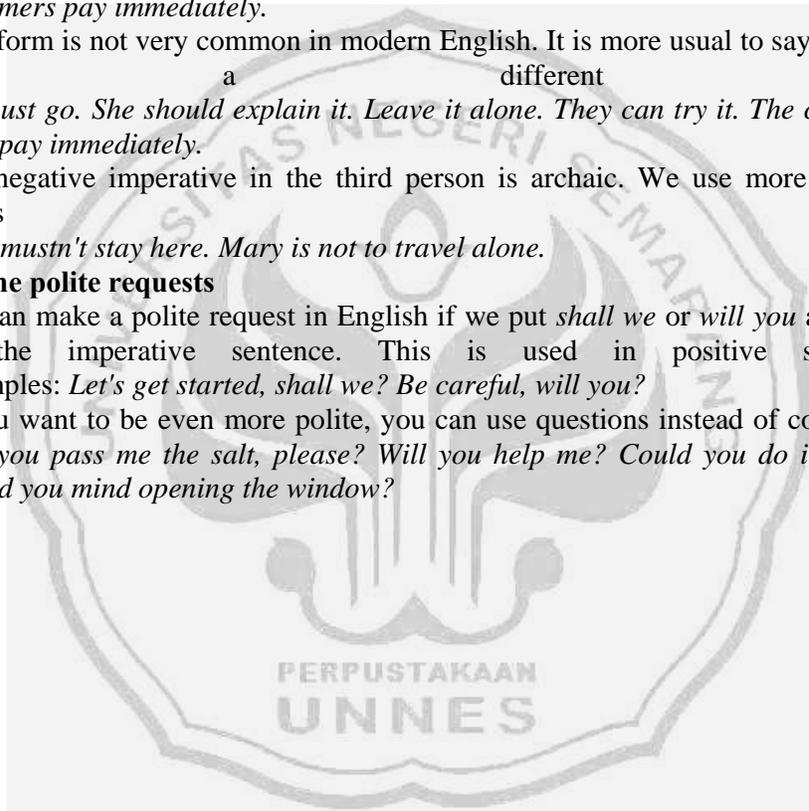
The negative imperative in the third person is archaic. We use more common forms instead.

They mustn't stay here. Mary is not to travel alone.

► **The polite requests**

We can make a polite request in English if we put *shall we* or *will you* at the end of the imperative sentence. This is used in positive sentences.
Examples: *Let's get started, shall we? Be careful, will you?*

If you want to be even more polite, you can use questions instead of commands.
Will you pass me the salt, please? Will you help me? Could you do it for me? Would you mind opening the window?



LESSON PLAN

(Learning and Teaching Process Cycle II)

School : SMA Negeri 1 Susukan

Subject : English

Class/Semester : XI/1

Time Allotment : 4x 45' (two meetings)

I. Standard Competence

6. Mengungkapkan makna dalam teks pendek esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari

Basic Competence

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure

II. Indicators

- Students understand the content of procedure text such as the generic structure, language features and social function of the text.
- Students are able to produce a procedure text both in group and individually using mind mapping strategy based on generic structure and language features of the text correctly.

III. Learning Objectives

In the end of the study students are able to:

- Identify the content of procedure text, such as social function, generic structure and language feature used in the procedure text.

- Write procedure text both individually and in group using mind mapping strategy according to the generic structure (goal, material and steps) and language features (the use of simple present tense, imperative sentence, etc) correctly.

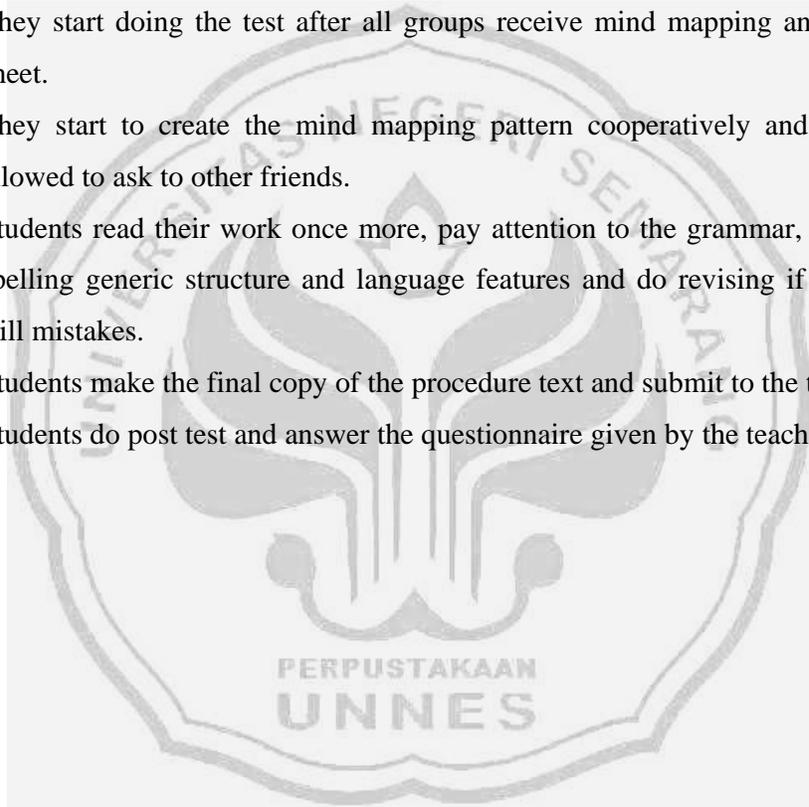
IV. Materials

- Reading passage of procedure text
- Handout explaining the content of procedure text such as generic structure, language features and social function of the text.

V. Learning Activities

- BKOF (*Building Knowledge of Field*)
 - ❖ Teacher starts the lesson by greeting all students and checking their present.
 - ❖ Teacher recalls about the tense used in procedure text (simple present tense) and imperative sentence to get the students have good understanding about the language feature because they are very important in written procedure text.
 - ❖ After discussing the last materials given, teacher writes some questions about simple present tense and imperative sentences on the whiteboard.
 - ❖ Teacher asks some students to come forward to the class and do the exercise given.
- MOT (*Modeling of the Text*)
 - ❖ Teacher asks the students to open the last handout contented example of procedure text entitled “How to Make Tomato Soup” and they are ordered to discuss the text.
 - ❖ Teacher explains the generic structure and language features of the text briefly.
 - ❖ Teacher gives students opportunity to ask about everything related to the text if they still have difficulties before they are ordered to construct a procedure text in pairs.
 - ❖ Teacher explains once more about how to apply mind mapping method in writing procedure text step by step.

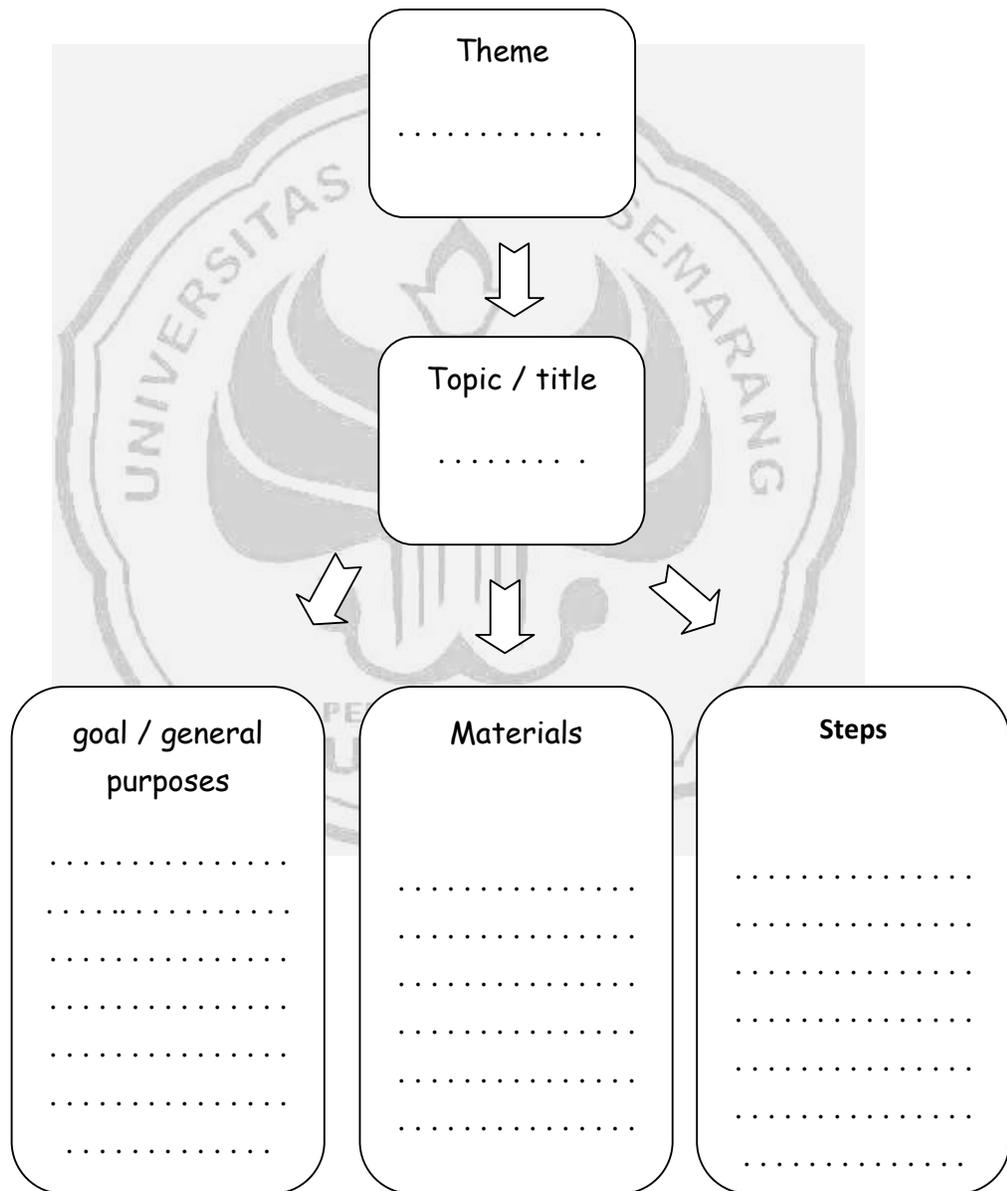
- ICT (*Independent Construction of the Text*)
- ❖ The students are divided into seven group and they will be ordered to produce procedure text using mind mapping method in pairs.
- ❖ The topic of the procedure text is “How to Make Instant Noodle”.
- ❖ Teacher gives them mind mapping sheet in order to make them easier to create the mind mapping pattern of the text and writing sheet to write final draft of the text.
- ❖ They start doing the test after all groups receive mind mapping and writing sheet.
- ❖ They start to create the mind mapping pattern cooperatively and they are allowed to ask to other friends.
- ❖ Students read their work once more, pay attention to the grammar, structure, spelling generic structure and language features and do revising if there are still mistakes.
- ❖ Students make the final copy of the procedure text and submit to the teacher.
- ❖ Students do post test and answer the questionnaire given by the teacher.



Mind Mapping Sheet

Name :.....

Number :.....



Writing Sheet

Name :

No :

Class :



Goal :



Materials :



Steps :



Mind Mapping Method

Definition

A mind map looks a lot like a spider web, a root system or the branches of a tree. Like these marvels of nature, a mind map has a central point. The center of the mind map is the subject that you want to map and it is often represented by a picture or symbol. Use no more than three words to name it. Pick a name that's meaningful to you. In some cases, it might even be you!

From there, you describe the subject by listing its major characteristics around it. You connect the characteristics back to the center using lines. Try to describe each one in less than three words. Each major characteristic can be subdivided further into minor characteristics, features or attributes. Again, try to limit yourself to three words to describe each minor characteristic.

How to Make a Mind Map

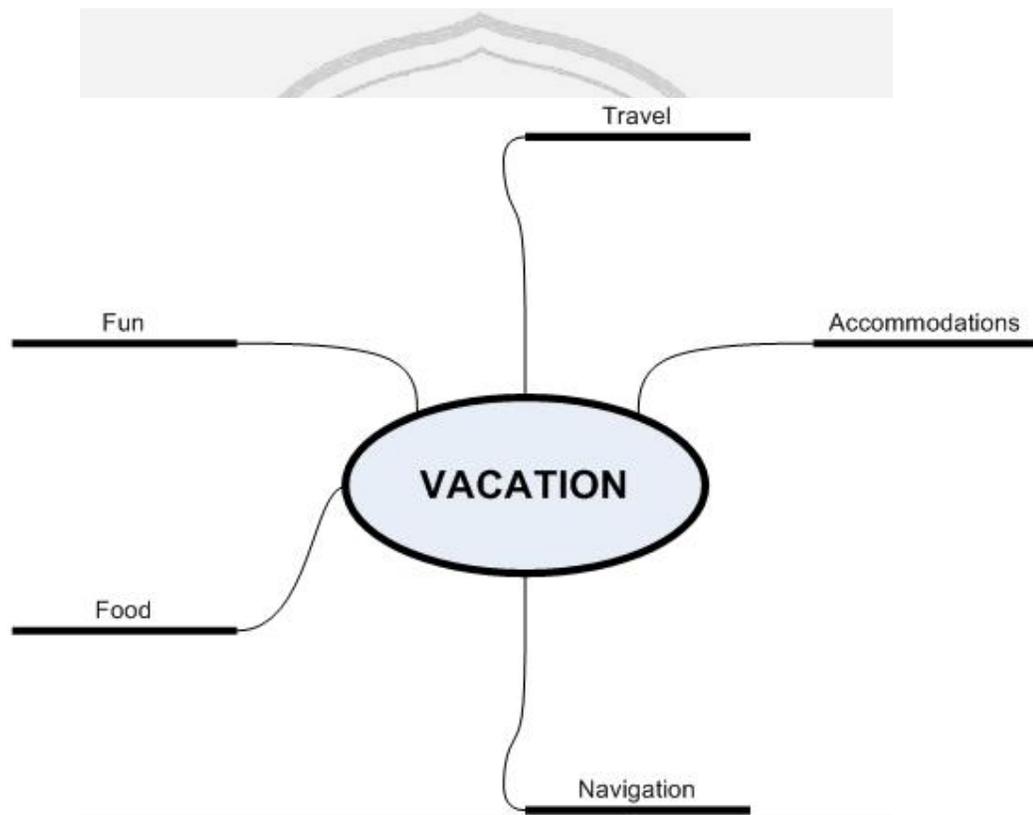
In this chapter I'd like to give the description and example how to make a simple mind map so that you can get the general understanding about mind mapping method.

1. Put your subject at the center of the mind map. Write a description of your mind map's subject at the center and then draw a big circle around it.

*For our example (which we did create using software just to make it look better), we're going to create a mind map about a vacation that we'd like to take. The subject is **vacation**.*

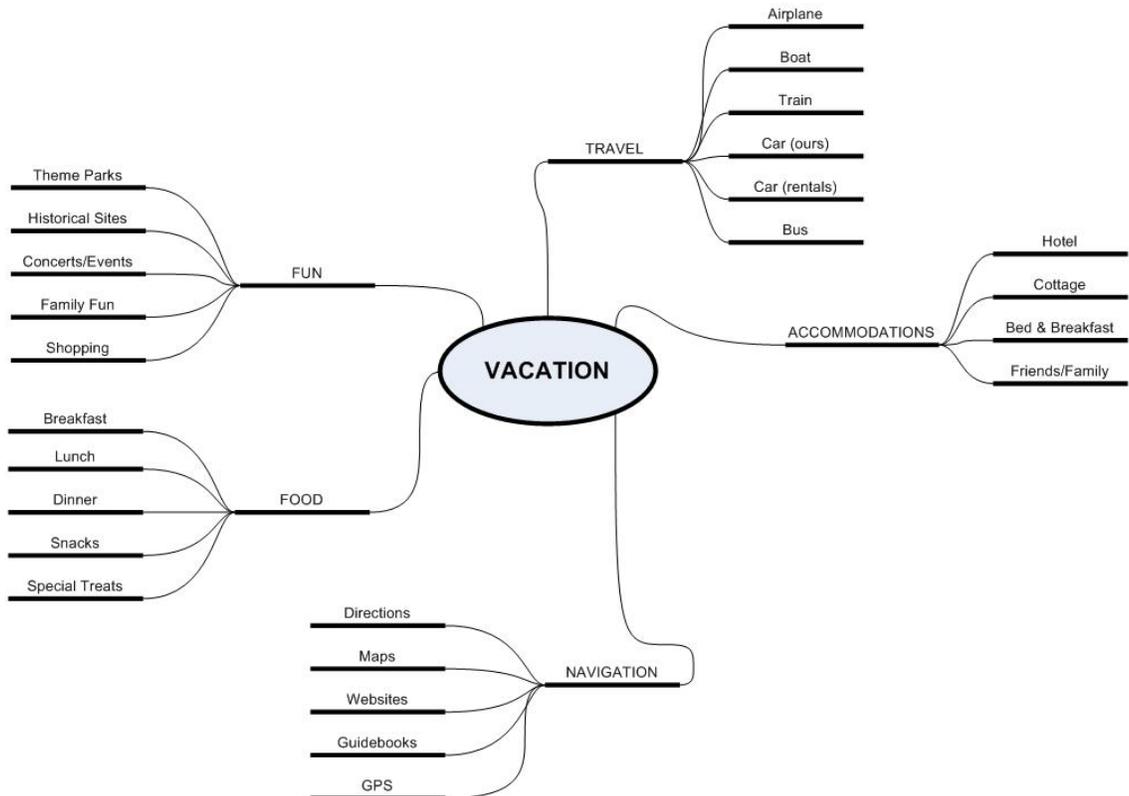


2. Write the major characteristics of the idea around the circle at the center of the map. Use lines to connect them back to the center.



In this example, there are five main things (major characteristics) about the vacation that we want to plan. Each one will be a branch of the mind map.

3. For each major characteristic, list its minor characteristics, points or attributes. Use lines to connect each major characteristic to its minor characteristics.



In our example, we've taken each major category from the mind map:

- *Travel*
- *Accommodations*
- *Navigation*
- *Food*
- *Fun*

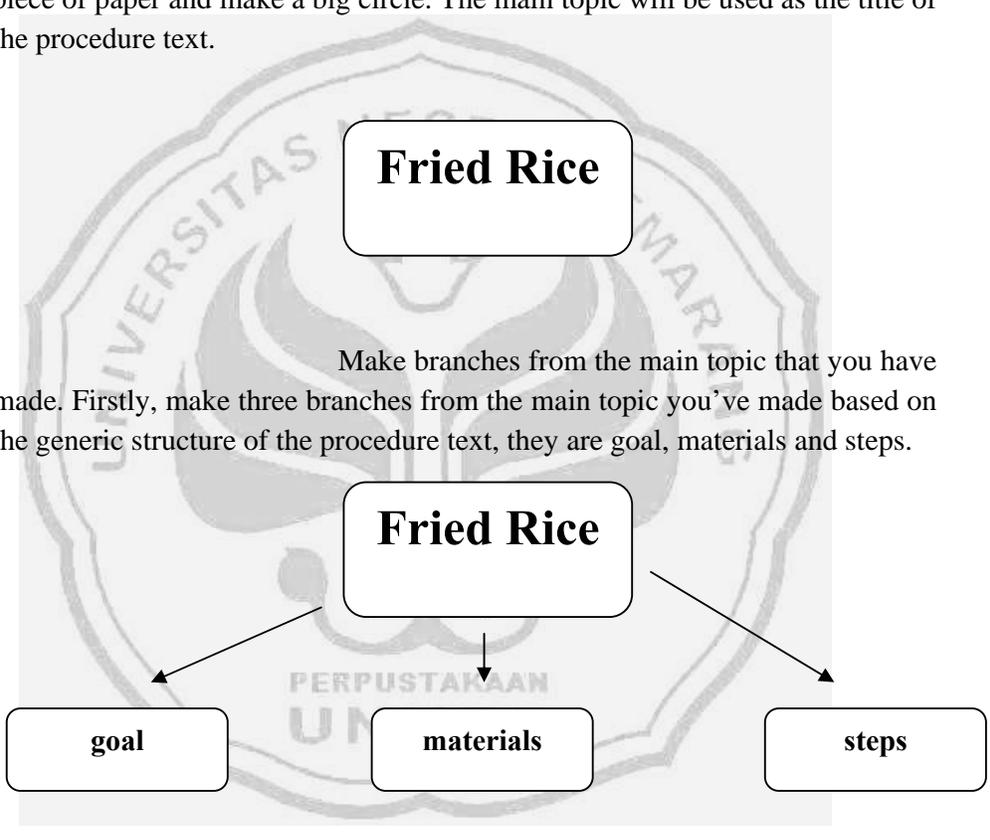
We've found 4 – 6 important minor characteristics for each category and we've added them to the mind map.

Continue this process until the map feels complete then take a look.

How to Apply Mind Mapping Strategy to Construct a Procedure Text

After describing the general understanding of mind mapping method and the steps in creating a mind map above, I will give explanation about how to apply the mind mapping strategy as a method that will be applied in writing a procedure text. Here is the explanation and example of how to apply mind mapping method in constructing procedure text.

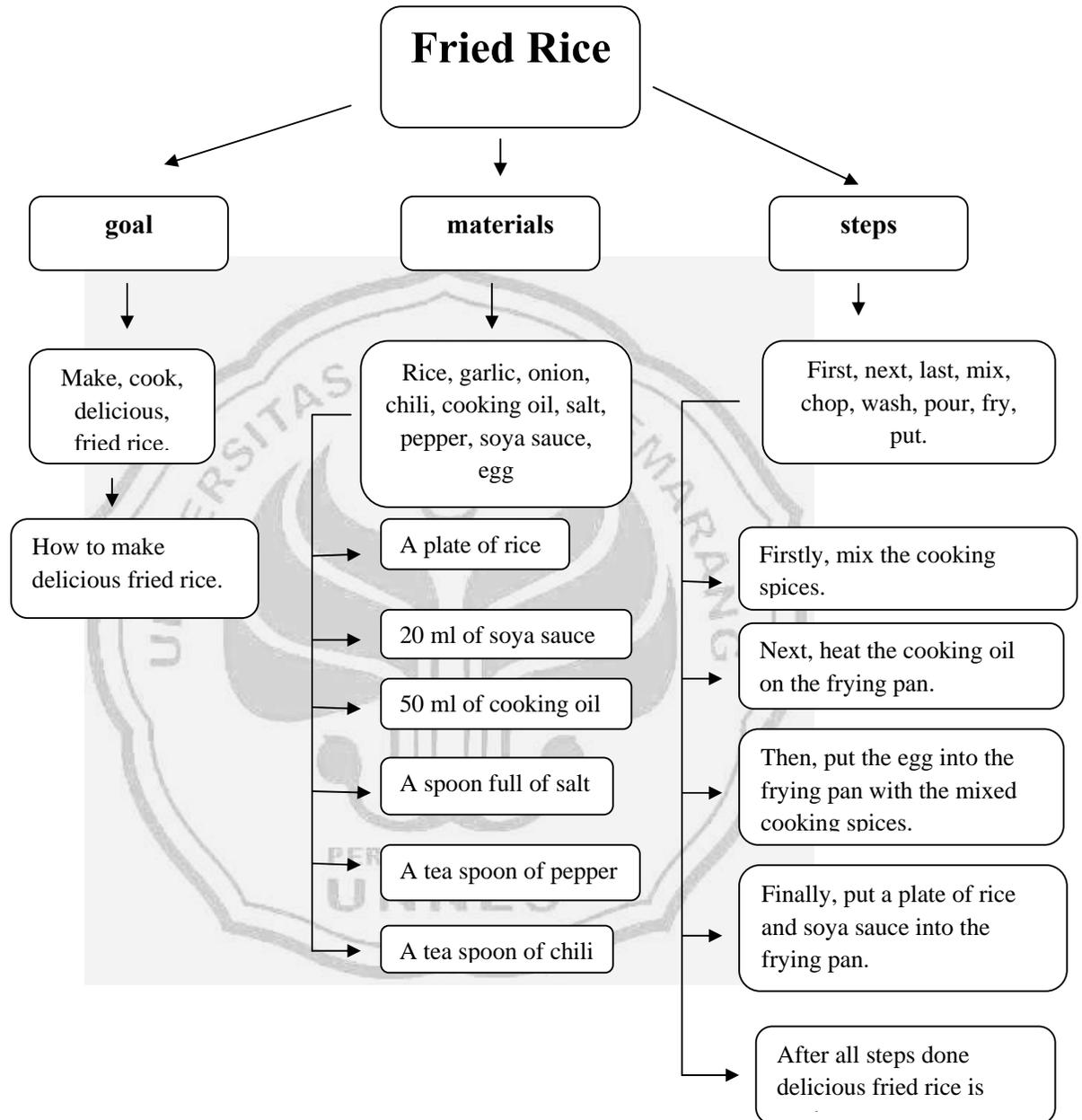
1. Determine the main topic, write it down on a piece of paper and make a big circle. The main topic will be used as the title of the procedure text.



The diagram shows a central box labeled 'Fried Rice' at the top. Below it, three arrows point to three separate boxes labeled 'goal', 'materials', and 'steps'. The background features a faint watermark of a university logo with the text 'UNIVERSITAS MARSAKABANGA' and 'PERPUSTAKAAN UI'.

2. Make branches from the main topic that you have made. Firstly, make three branches from the main topic you've made based on the generic structure of the procedure text, they are goal, materials and steps.

3. After that you can generate/explore ideas and find another branches related to the previous branches you made.



4. After you explore your ideas, find the branches and find the related connection, you can write your first draft of your procedure text. You can do revising if there still some mistakes on your work before you make your final draft of your procedure text.

Questionnaires

APPENDIX 12

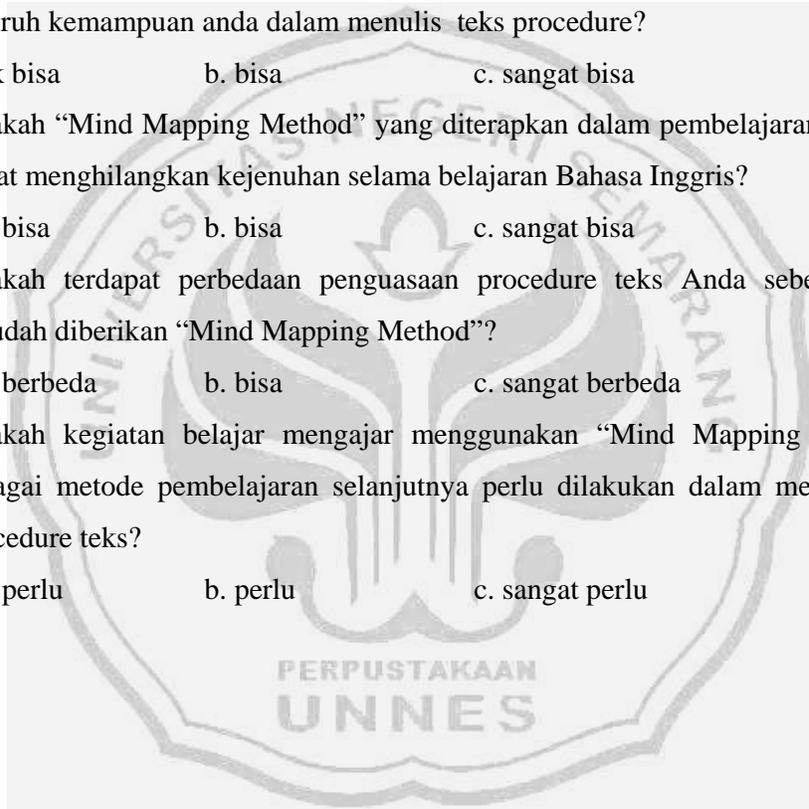
Nama :

No :

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang pada pilihan yang disediakan!

1. Apakah anda menyukai pelajaran Bahasa Inggris?
 - a. tidak suka b. sedikit suka c. suka
2. Menurut anda sulitkah mempelajari Bahasa Inggris?
 - a. sangat sulit b. sulit c. tidak sulit
3. Apakah pelajaran Bahasa Inggris anda selama ini menyenangkan?
 - a. tidak menyenangkan b. sedikit menyenangkan c. sangat menyenangkan
4. Menurut pendapat anda sulitkah pelajaran menulis dalam Bahasa Inggris?
 - a. tidak sulit b. sulit c. sangat sulit
5. Apakah anda pernah menulis procedure teks sebelumnya?
 - a. tidak pernah b. pernah c. sering
6. Apakah anda cukup mengenal “Mind Mapping Method” dalam kehidupan sehari-hari anda?
 - a. tidak mengenal b. cukup mengenal c. sangat mengenal
7. Pernahkah terlintas dalam benak anda ketika menggunakan metode mind mapping, metode tersebut bisa digunakan sebagai alternatif dalam membantu menulis procedure teks?
 - a. tidak pernah b. pernah c. sering
8. Apakah anda pernah menyadari bahwa “Mind Mapping Method” dapat kita aplikasikan dalam kehidupan sehari-hari termasuk dalam pembelajaran menulis procedure teks?
 - a. tidak pernah b. pernah c. sering
9. Menurut anda menyenangkankah mempelajari procedure teks menggunakan mind mapping sebagai metode?
 - a. tidak menyenangkan b. menyenangkan c. sangat menyenangkan

10. Apakah anda menyukai pembelajaran procedure teks menggunakan metode mind mapping?
- a. tidak suka b. suka c. sangat suka
11. Apakah mempelajari procedure teks menggunakan “Mind Mapping Method” dapat menambah motivasi Anda dalam belajar menulis procedure teks?
- a. tidak menambah b. menambah c. sangat menambah
12. Apakah dengan mind mapping method bisa membantu anda memaksimalkan seluruh kemampuan anda dalam menulis teks procedure?
- a. Tidak bisa b. bisa c. sangat bisa
13. Apakah “Mind Mapping Method” yang diterapkan dalam pembelajaran menulis dapat menghilangkan kejenuhan selama belajar Bahasa Inggris?
- a. tidak bisa b. bisa c. sangat bisa
14. Apakah terdapat perbedaan penguasaan procedure teks Anda sebelum dan sesudah diberikan “Mind Mapping Method”?
- a. tidak berbeda b. bisa c. sangat berbeda
15. Apakah kegiatan belajar mengajar menggunakan “Mind Mapping Method” sebagai metode pembelajaran selanjutnya perlu dilakukan dalam mempelajari procedure teks?
- a. tidak perlu b. perlu c. sangat perlu



APPENDIX 13
OBSERVATION SHEET
CYCLE 1

NO	ASPECT	OBSERVATION'S RESULT
1	Students' attendance	
2	Students' interest and motivation	
3	Students' activities during teaching learning process	
4	Students' activities in focusing the attentions to the teacher's explanation	

OBSERVATION SHEET

CYCLE 2

NO	ASPECT	OBSERVATION'S RESULT
1	Students' attendance	
2	Students' interest and motivation	
3	Students' activities during teaching learning process	
4	Students' activities in focusing the attentions to the teacher's explanation	

APPENDIX 14

PHOTOS OF CLASSROOM ACTION RESEARCH

Students did a pre-test



Students practiced constructing mind mapping method



Students did writing test in second cycle



Students did a post-test in the end of the study

