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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas THE USE OF MIND MAPPING STRATEGY IN IMPROVING THE EIGHTH GRADE STUDENTS' WRITING SKILL IN UnRECOUNT TEXT ACHIEVEMENT Brawijava Universitas Brawijaya AT SMP NEGERI 1 BANGSALSARI JEMBER Nurwidya Ainun Nazilah itas Brawijaya **English Language Education Program** Universitas Brawijay Faculty of Cultural Studies, Universitas Brawijaya UnivEmail: nurwidyaarifin@gmail.com Brawijaya **ABSTRACT** Universit Keywords: Mind Mapping Strategy and Writing Achievement Writing is one of the most difficult skills to be mastered by the students besides speaking. What makes writing seems difficult is because the long process lias Brawllay University writing. The students should come to the pre writing stage for the first step of sitas Brawijaya writing. In pre writing stage students should collect their ideas before they write their text. Most of the students got the difficulties on developing and organizing Univers the ideas before writing the text. So, an appropriate learning strategy needs to be used to solve the students' difficulties. Based on the preliminary study that had sit as Brawijaya been conducted by the researcher at the 8-G class of SMP N 1 Bangsalsari, it was see Brawi proven that most of the students at that class faced the difficulties in developing and organizing the ideas in writing a recount text. Concerning to the problem, the researcher suggested the teacher to use mind mapping strategy that can be used by the students on their prewriting stage. The problem of the research that raised Brawijaya through this research is "How does mind mapping strategy improve the students's it as writing recount text achievement?" Universitas B. The researcher used Collaborative Classroom Action Research as asitas Brawijaya Universi research design by using mind mapping strategy to improve the students' writing and Brawillay recount text achievement. This research was conducted on one cycle that consisted of four meetings. The students' writing recount text score had already improved on the first cycle of the research. During conducting this research, the Sitas Brawijaya Universit researcher used writing test, observation checklist, field note, and questionnaire to sitas Brawijaya Universitget the data ava Universitas Br The result of writing recount text score showed that the use of mindsitas Brawijaya University mapping strategy improved the students' writing recount text achievement. From sitas Brawijaya Universithe criteria of success that had been set by the researcher and the teacher, at least stars Brawiiava there were 65% of the students passed the minimum criterion 73 so the research can be called success. The result of the writing test on the first cycle showed that there were 78.37% of the students passed the minimum criterion after the use of stas Brawijaya Universi mind mapping strategy whereas there were only 13.5% of the students passed the sitas Brawijaya Universit minimum criterion before the use of mind mapping strategy. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya s English language has become a compulsory subject for all Junior High Schools in Indonesia, there are four basic skills which should be mastered by every student of Junior High School. Those are listening, speaking, reading, and writing. According to Kurikulum Tingkat Satuan Pendidikan (2008), listening and reading are regarded as the receptive skills, while speaking and writing are considered to be productive skills. Students' achievement in learning English is only measured by the productive skills, especially from the students' writing performance as stated by Kingston et al (2002, p.2). So, from those four basic skills, writing is considered as a skill which has the important role in learning language, and also can be assumed that writing is the most important skill in English teaching. Students are expected to express their idea and their thought in written form if they are mastering the writing skill well. As mentioned by Uusen (2009, p. Sl 101), writing is the way to express ideas in written form using letters, words, art or media and it requires mental process in order to express the ideas. It means that the students with good writing skill can express their idea and thought in the form of written in a correct way. Bachani (2003, p.1) argues that "Writing represents our thoughts and ideas. What one think leads to one are writing in the form of sentences and by organizing the sentence into a cohesive text where we are able to communicate with our reader successfully". In short, writing skill is also considered to be learned in English learning because it can be used as the communication tool. Most of the students in Junior High School think that writing in English is very difficult besides speaking. Westwood (2008, p.56) says that "Written language is perhaps the most difficult of all skills to acquire because its si development involves the effective coordination of many different cognitive, Inguistic and psychomotor processes". What makes writing seems difficult, can be caused by the long process of making the composition of writing text. According to Nunan (1991, p.2)

Universitas Brawijaya Writing is not on the process the writer uses to put Universitas Brawijay words to paper only, but also the resulting product of Universitas Brawijay the Uprocesses which lare prewriting, writing, and Universitias Brawijay revising. In the prewriting stage, a writer should find University Brawijayand develop ideas, while in the writing stage, a writer is a Universitas Brawijav required to developed and organize paragraphs and the Universitas Brawijaylast revising stage a writer revises coherence, Universitas Brawijay combining sentences, sentence variety, parallel Universitas Brawijaya structure, conciseness and emphasis". rsitas Brawijaya By those long processes of writing, most of students in Junior High School think that writing is very difficult for them. Universitas By The other thing that makes writing seem difficult to be mastered by the sitas Brawijaya students is the demand to use a grammar towards a certain text. It is because Sitas Brawijaya grammar is one of important micro components in English learning and it has been used in all language skills. When the students use incorrect grammatical sentences, it will make the writing become imprecise or ambiguous. As stated by Versi Collinson (1986, p.60) that without grammar, students will not be able to governsitas the arrangement of words and the use of plural and tense; the meaning of the written text will be unclear and it will be difficult to be understood by the reader. The researcher took the Eighth Grade class because the Eighth Grade Universistudents faced the writing problems especially in writing recount text. The ersi preliminary study was conducted by interviewing the English teacher, observing it as Br during the teaching and learning process, and giving pre-test to the students. The Brawijaya researcher found that the students of the eighth grade especially the class of 8-G still faced some difficulties in writing especially writing recount text. The students Universi could not write well because they are facing the difficulties on developing and sit as Brawijava organizing the ideas. Students also got the difficulties on the use of grammar that Blasses should be used related with the genre of the text. In some cases the students mixed the past tense with the present tense while the grammatical feature of recount text should use past tense. In other words, the students are still little bit confused on Universithow to make correct grammatical sentences. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The KKM for English subject in SMP Negeri 1 Bangsalsari is 73. It makes most of the eighth grade students of SMP Negeri 1 Bangsalsari hard to achieve the KKM target because of their problems in the learning process. It can be seen from Universithe pre-test result in the preliminary study that only 5 students from 37 students who passed the KKM or there were only 13.5% students passed the KKM. Sitas Brancher are some strategies that can be used by the teacher to solve the common problems faced by students in writing text such as picture series, diary writing and mind mapping. According to Rahmawatiningsih (2010, p.5), picture ers series is a visual media that contains the sequence of images that one with another ersi picture is interrelated and declares an event. While diary writing is personal record of the writer's life experiences and it is usually private as stated by Fitzpatrick (2005, p.4). And as theory proposed by Buzan (2006, p.16) about the definition of mind mapping is a diagram that has functions as a way to organize ideas and Universi represent words, tasks, or another links that arranged a central keyword bysitas branches and typically it contains words, colors, short phrase and picture. Based on the strategy that has mentioned above, it can be shown that mind mapping strategy is one of the strategy used to organize and develop ideas before writing the text. By using mind mapping, students can easily develop and organize 's their ideas. Based on some references also, the students' mind mapping is not sitas always containing of picture. Because when the students have to draw a picture on their mind mapping, it would take a long time. The most important is mind mapping contain words and colorful. In this research, the researcher used Collaborative Classroom Action Research as the research method. This research aimed to improve the students writing skill in writing recount text. Tomal (2003, p.5), states that "Classroom University Action Research is a systematic process of solving educational problems and itals making improvements". Suroso (2007, p.20), argues that "Classroom Action Research is a reflective research by using a specific action to fix or increase teaching and learning activity professionally". Moreover, according to Ferrance

Universitas Brawijaya Universitas Brawijaya (2000, p.3) Collaborative Action Research may include as few as two teacher or a group of several teachers and others interested in addressing a classroom or department issue. These teachers may be supported by individuals outside of the school, such as a university or community partner. In conclusion, Collaborative Classroom Action Research is kind of research method which has aimed in solving educational problem by using a specific action that has been done collaboratively with the teacher's partner. There are 4 steps that should be done in conducting Classroom Action Research. Those 4 steps are planning, acting, observing and the last is reflecting. In planning step the researcher and the teacher made some plan they used while conducting the research. The plan are discussing about the suitable teaching strategy to solve the students' writing problems, the lesson plan that was used while implement the strategy, the writing test, and the criteria of success used as the criterion or standard of action success. In discussing the suitable strategy, the researcher and the teacher agreed to use mind mapping strategy to solve the students' writing problem. The criteria of success of this research was if 24 out of 37 students or 65% of the students could achieve the target score of the KKM 73. In acting step, both the researcher and the English teacher collaborate to carry out the plan they had. Based on the agreement, the teacher taught about the definition, schematic structure, and language features of recount text. The researcher acted as the observer while the teacher was teaching the students. The researcher taught the students while the students come into mind mapping on pre writing stage. The researcher asked the students to make their own mind map based on the topic given. The teacher acted as the observer while the researcher was teaching the students. awijaya Universitas Brawijaya Universitas Brawijaya Univer In observing step, the researcher and also the teacher carried out an observation by using field note and observation checklist as the instruments Universit during the teaching and learning process. The researcher and the teacher noticed all activities that happened during the teaching and learning process. In this phase,

rawijaya Universitas Brawijaya Universitas Brain reflecting step, the researcher and the teacher discussed whether the action is success or not and to know the improvement of the students' achievement based on the criteria of success. If there were less than 65% of rawijaya University students' who did not pass the KKM 73, so the researcher and the English teachers it as Br ers have to continue to the next cycle until 65% of the students will pass the KKM 73.5 tas Brawijay Universitas Bramilaya This research was conducted at a public junior high school namely SMP Sitas Brawijaya Negeri 1 Bangsalsari which is located on Jl. Balung No. 107 Bangsalsari, Kabupa ten Jember. This research was held on May 2016. The subject of the research was Universithe students of 8-G class of SMP Negeri 1 Bangsalsari Jember in the academicsitas Braw ersi year 2015/2016. This class consists of 37 students which are 19 males and 18 leas Brawijaya females. There was no choice to choose another class of the second grade because the English teacher only teaches a class in the second grade. The researcher took the data from 8-G class was because this class was having problem in writing Universi recount text. 8-G class is one of the superior classes at SMP N 1 Bangsalsari. Itsitas Brawijaya was proven by the students' achievement at the end of the semester. The first and second parallel rank was gained by the students from the 8-G class. The researcher used interview, observation, and questionnaires to collect the qualitative data. The instruments used in this research are interview guide Universit questions, observation checklist, field notes, and also questions on the sitas Brawijaya ersi questionnaires. There was no quantitative data in this research because the sitas Brawijaya numerical data only come from the students' writing recount text score. The researcher used the formula below to know the get the number of students Universi percentage who passed the KKM 73. Universitas Brav% Xa=4100% rawijaya Universitas Brawijaya Universitas Brawijaya UMversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BX_I wij = Number of students who passed the test sitas Brawijaya Universitas Brawijaya Universitas B Universitas Brawijaya Universitas B Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay improved after the use of mind mapping strategy on their pre writing stage in Universitas Brawijay
rawijaya rawijaya	Universities Brawlaya
rawijaya	Universit 5 out of 37 students or 13.5 % students could achieve the KKM and 32 out of 37 sites Brawijay
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rawijaya	result of post-test, it can be seen that there were 29 out of 37 students or 78.37%
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rawijaya	Universitas Br Based on the finding of the research, it can be said that mind mappingsitas Brawijay
rawijaya	strategy help the students in pre writing stage to develop and organize their ideas Brawija
rawijaya	before writing recount text. Pre writing stage is one of the important parts in
rawijaya	writing text because in this part the students have to collect their ideas before
rawijaya Irawijaya	University writing the whole text. At the pre-writing stage, the students start their minds as Brawijay
rawijaya	University mapping with the topic at the center of the paper and develop the ideas by making sitas Brawija.
rawijaya	University branches Mind manning in a second district word in the university of aniversity Brawijay
rawijaya	Universitas in line with Dawson et al (2005, p.6) "Mind mapping is a type of pre writing Universitas Brawijay Universitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universit method as the first stage of the writing process and as the point to discover and Brawijay
rawijaya	Universite explore our initial ideas about a subject". Universitas Brawijay
rawijaya	Universitas B. It was also found that mind mapping strategy help the students to improve sitas Brawijay
rawijaya	Universit their writing skill in writing recount text. If their writing skill improved, it will stas Brawijay
rawijaya	Universitas Braw also improve their writing score. It supports theory proposed by Fiktorius (2013,
rawijaya rawijaya	Universitas Brawijay Universit
rawijaya	Universitimprove students' writing ability. It helps the students to brain-storm, generates it as Brawijay
rawijaya	Universitideas, and relate main ideas and supporting details. Ersitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas BraBased on the result of finding and discussion, the researcher concluded sitas Brawijay
rawijaya	Universithat the use of mind mapping strategy can improve the students' writing skill insitas Brawijay
rawijaya	University recount text achievement. As this research was aimed to know the students' score stars Brawijay
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Universitas Brawijaya **Universitas Brawijaya** improvement after the use of mind mapping strategy. The students' post test score showed the significant improvement. Students could achieve the criteria of success of the research that had been set by the researcher and the teacher. The rawijaya criterion of success of this research was if 24 out of 37 students or 65% students are Riversian ers could achieve the KKM of English. The KKM of English subject at SMP Negeri 1st as Brawijay Bangsalsari was 73!niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya The result of pre-test showed that there were only 5 out of 37 students or 13.5 % of the students could achieve the KKM. There were 32 students out of 37 ers or 86.48% of the students could not achieve the KKM of English. Based on the gras Br result of post-test, there were 29 out of 37 students or 78.37% of the students as Br could achieve the KKM of English. Then, there were 8 out of 37 students or 21.62% of the students could not achieve the KKM of English After conducting this research, the researcher would like to suggest that the English teacher should use a specific strategy in solving the students' problems it as Brawijaya especially in writing text. If the teacher would like to use mind mapping strategy as a strategy for the students in writing all kind of texts, the English teacher should consider some aspects such as time management and the material given to the students. The teacher also has to guide the students during writing the text. So, Universitif the students feel confuse with the vocabulary or the arrangement of the text they sit as Brawijaya could ask to the English teacher. For the next researcher who would like to conduct a similar classroom action research by using mind mapping strategy to improve the students' writing skills with the same problem may use this research as the references. Mind ersi mapping strategy also can be applied to improve other students' skills such as strategy versitas Brawijaya Universitas Brawijaya reading and speaking. ersitas Brawijaya Universitas Brawijaya

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