

**THE USE OF MIND MAPPING STRATEGY IN IMPROVING
THE EIGHTH GRADE STUDENTS' WRITING SKILL IN
RECOUNT TEXT ACHIEVEMENT
AT SMP NEGERI 1 BANGSALSARI JEMBER**

SCIENTIFIC ARTICLE

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ABSTRACT

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 of writing. The students should come to the pre writing stage for the first step of 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 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 been conducted by the researcher at the 8-G class of SMP N 1 Bangsalsari, it was 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 through this research is "How does mind mapping strategy improve the students' writing recount text achievement?"

The researcher used Collaborative Classroom Action Research as a research design by using mind mapping strategy to improve the students' writing 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 researcher used writing test, observation checklist, field note, and questionnaire to get the data.

The result of writing recount text score showed that the use of mind mapping strategy improved the students' writing recount text achievement. From the criteria of success that had been set by the researcher and the teacher, at least 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 mind mapping strategy whereas there were only 13.5% of the students passed the minimum criterion before the use of mind mapping strategy.

As 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. 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 development involves the effective coordination of many different cognitive, linguistic 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),

“Writing is not on the process the writer uses to put words to paper only, but also the resulting product of the processes which are prewriting, writing, and revising. In the prewriting stage, a writer should find and develop ideas, while in the writing stage, a writer is required to developed and organize paragraphs and the last revising stage a writer revises coherence, combining sentences, sentence variety, parallel structure, conciseness and emphasis”.

By those long processes of writing, most of students in Junior High School think that writing is very difficult for them.

The other thing that makes writing seem difficult to be mastered by the students is the demand to use a grammar towards a certain text. It is because 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 Collinson (1986, p.60) that without grammar, students will not be able to govern 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 students faced the writing problems especially in writing recount text. The preliminary study was conducted by interviewing the English teacher, observing during the teaching and learning process, and giving pre-test to the students. The 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 could not write well because they are facing the difficulties on developing and organizing the ideas. Students also got the difficulties on the use of grammar that 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 how to make correct grammatical sentences.

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 the 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.

There 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 series is a visual media that contains the sequence of images that one with another 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 represent words, tasks, or another links that arranged a central keyword by 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 their ideas. Based on some references also, the students' mind mapping is not 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.

METHOD

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 Action Research is a systematic process of solving educational problems and 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

(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.

In observing step, the researcher and also the teacher carried out an observation by using field note and observation checklist as the instruments 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, the researcher also collected the students' post-test sheet.

In 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 students' who did not pass the KKM 73, so the researcher and the English teacher have to continue to the next cycle until 65% of the students will pass the KKM 73.

This research was conducted at a public junior high school namely SMP Negeri 1 Bangsalsari which is located on Jl. Balung No. 107 Bangsalsari, Kabupaten Jember. This research was held on May 2016. The subject of the research was the students of 8-G class of SMP Negeri 1 Bangsalsari Jember in the academic year 2015/2016. This class consists of 37 students which are 19 males and 18 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 recount text. 8-G class is one of the superior classes at SMP N 1 Bangsalsari. It 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 questions, observation checklist, field notes, and also questions on the questionnaires. There was no quantitative data in this research because the 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' percentage who passed the KKM 73.

$$\%X = \frac{X_1}{N} \times 100 \%$$

%X = Percentage of success

X_1 = Number of students who passed the test

N = Total of the students

FINDINGS

1. Pre-test Result

The pre-test at 8-G class of SMP Negeri 1 Bangsalsari has been conducted on February, 20th 2016. There were 37 students participated on the pre-test. The time allocation of the pre-test was 120 minutes. The result of the pre-test showed that the students still had low achievement in writing recount text. It could be seen from the number of students who passed the KKM 73, there were only 5 out of 37 students. The students' mean score was 54. Most of the students' problems in writing recount text were generating the idea, and then the using of grammar especially tenses.

2. Post-test Result

The post-test on 8-G class of SMP Negeri 1 Bangsalsari has been conducted on May, 26th 2016. There were 37 students of 8-G class who attended post-test on the last meeting of the research. Each student got two pieces of A4 blank paper from the researcher. They started doing the test by making mind mapping and ended the test by making recount text from the mind mapping. The result of writing test showed that there were 29 students or 78.37% of the students reached the score equal or above the mastery criterion (KKM) while 8 students or 21.62% of the students reached the score below the mastery criterion (KKM). The mean score of the students was 75. The result of pre-test and post-test can be seen on the table below.

No	Students' Name	Pre-test Scores	Post-test Scores
1.	Aditya	63	80
2.	Ahmad Anwarul	62	76
3.	Ahmad Rizky	34	74
4.	Aida Hermawati	35	73
5.	Amrih Hidayati	68	77
6.	Andry Wardana	25	60
7.	Anita Dwi	86	91
8.	Arifah Arifin	81	89
9.	Balilah Risky	51	75
10.	Bima Anggada	74	82
11.	Cicin Dwi	56	76
12.	Cindy Dwi	68	81
13.	Dimas Anton	50	75
14.	Fadil Hermawan	57	77
15.	Jaka Haikal	21	61
16.	Juliana Kusuma	42	74
17.	Maher Tri	20	57
18.	Maulana Ari	20	52
19.	Miftahul Ulum	74	83
20.	Moh. Khotibul	20	70
21.	Moh. Samsul	89	96
22.	Muh. Adnan	71	81
23.	Muhammad Aththur	46	75
24.	Muhammad Baroq	87	89
25.	Restu Setia	43	73
26.	Rifatus Solihah	45	75
27.	Rindi Cahyono	22	61
28.	Safinatun Najah	64	74
29.	Sayyidartus	68	76
30.	Sevi Ainur	24	69
31.	Siti Hoiriyah	54	74
32.	Surya Ati	81	88
33.	Vio Dwi	19	56
34.	Vivin Alvionita	61	82
35.	Winda Widatus	49	73
36.	Yevin Dwi	63	80
37.	Anita Putri	70	76
Students' Mean Score		54	75

DISCUSSION

This research was successful in one cycle. As the theory proposed by Latief (2013, p.153), “a Classroom Action Research may take only one cycle if after the first cycle, all the targeted criteria of success have been achieved”. The students’ writing recount text score met the criteria of success that had been set before after the use of mind mapping strategy. The criteria of success of the research was if there were 65% students’ score achieved the KKM of English, so the researcher and the researcher did not need to continue to next cycle. There were 78.37% students’ score achieved the KKM of English. It means that the next cycle of the research did not need to be continued.

The students used mind mapping strategy on their pre writing stage in writing recount text test in the last meeting of the research. The researcher and the teacher started to use mind mapping strategy in the second and the third meeting of the research. The students’ score improvement can be seen from the diagram below.

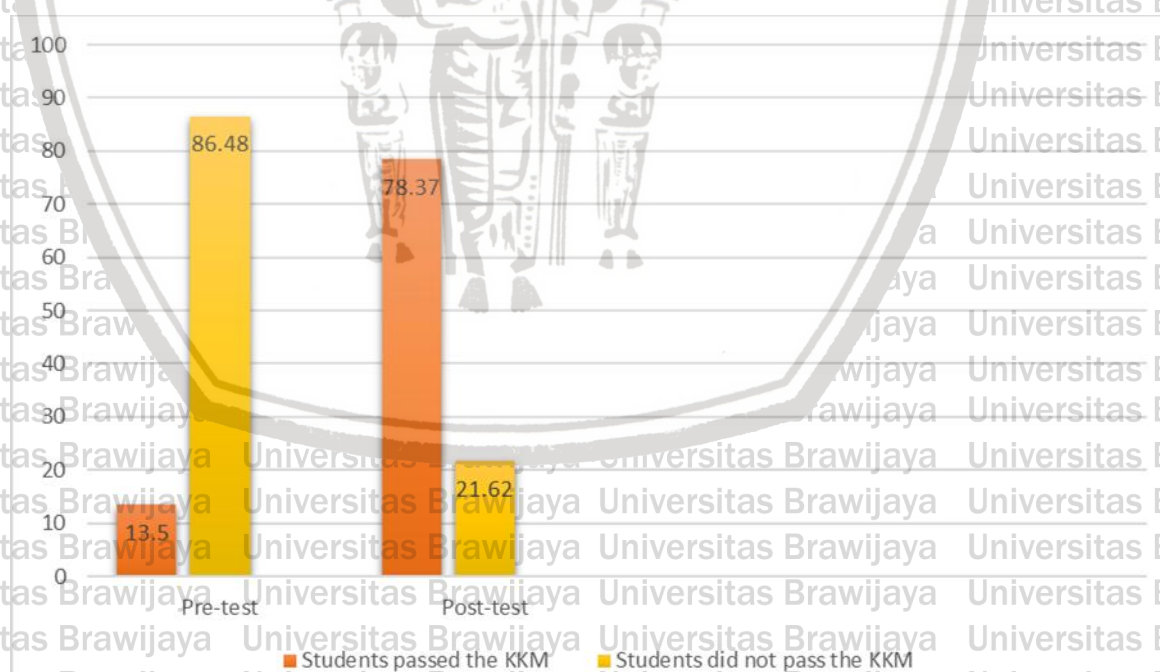


Figure 5.1 Diagram of the Students’ score improvement

From the diagram 5.1 we can conclude that the students writing test score improved after the use of mind mapping strategy on their pre writing stage in writing recount text. It can be seen from the result of pre-test that there were only 5 out of 37 students or 13.5 % students could achieve the KKM and 32 out of 37 students or 86.48% students could not achieve the KKM of English. From the result of post-test, it can be seen that there were 29 out of 37 students or 78.37% students could achieve the KKM and there were 8 out of 37 students or 21.62% students could not achieve the KKM of English.

Based on the finding of the research, it can be said that mind mapping strategy help the students in pre writing stage to develop and organize their ideas before writing recount text. Pre writing stage is one of the important parts in writing text because in this part the students have to collect their ideas before writing the whole text. At the pre-writing stage, the students start their mind mapping with the topic at the center of the paper and develop the ideas by making the branches. Mind mapping is a necessary strategy used in pre writing stage. It is in line with Dawson et al (2005, p.6) "Mind mapping is a type of pre writing method as the first stage of the writing process and as the point to discover and explore our initial ideas about a subject".

It was also found that mind mapping strategy help the students to improve their writing skill in writing recount text. If their writing skill improved, it will also improve their writing score. It supports theory proposed by Fiktorius (2013, P.10) "mind mapping strategy is also seen as a teaching tool that can effectively improve students' writing ability. It helps the students to brain-storm, generate ideas, and relate main ideas and supporting details."

CONCLUSION AND SUGGESTION

Based on the result of finding and discussion, the researcher concluded that the use of mind mapping strategy can improve the students' writing skill in recount text achievement. As this research was aimed to know the students' score

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 criterion of success of this research was if 24 out of 37 students or 65% students could achieve the KKM of English. The KKM of English subject at SMP Negeri 1 Bangsalsari was 73.

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 or 86.48% of the students could not achieve the KKM of English. Based on the result of post-test, there were 29 out of 37 students or 78.37% of the students 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' problem 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, if the students feel confuse with the vocabulary or the arrangement of the text they 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 mapping strategy also can be applied to improve other students' skills such as reading and speaking.

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